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ABSTRACT

The CIOEDC (Comprehensive Illinois Occupational Education Demonstration Center) project, Site B, in Toledo, Illinois (from February 15, 1976 to June 30, 1976) was conducted in three phases--planning, implementation, and demonstration. Specific objectives for this site were to (1) supplement present programs of career awareness and exploration through implementation of newly developed activities in these areas, (2) provide students with an opportunity to enter the world of work with a saleable skill and further their training upon completion of a vocational program, (3) plan the demonstration of vocational education programs and activities, (4) evaluate the effectiveness and significance of vocational education programs and their relevance to the world today, (5) disseminate information regarding the implementation of occupational education activities in a rural setting, and (6) demonstrate occupational education programs during four conferences conducted on site. The following activities were implemented to accomplish these objectives: OCCUPAC (Occupational Information Learning Package), ABLE Model Program, Vocational Information Project, WECEP (Work Experience and Career Exploration Program), SIVE (System for Individualizing Vocational Instruction), CVIS (Computerized Vocational Information System), Consumer and Homemaking Education, IOCP (Illinois Occupational Curriculum Project), a system for followup of vocational education graduates, three phase system for evaluation, and CERL (Career Education Resource Laboratory). In this report, each of the three phases of the project are described along with results and tools and objectives, occupational education resources, and publicity items. (TA)

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CIOEDC

Comprehensive Illinois Occupational Education Demonstration Center

Kindergarten — Grade 14
Site B

CIOEDC · CIOEDC · CIOEDC
community
school
home
CAREERS
Experiences
Experiences
Experiences

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

A Joint Project Between

Cumberland Unit District #77
R.R. #1 Toledo, Ill. 62468

Lake Land College
Mattoon, Ill. 61938

CE 010 111

Funded by
Research & Development Unit
Division of Vocational & Technical Education
Board of Vocational Education & Rehabilitation
Illinois Office of Education
State of Illinois

Final Report

Project No V361068
Contract No. RDD-DC-B33

Comprehensive Illinois Occupational Education Demonstration Center
Site B

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a contract from the Illinois Division of Vocational and Technical Education. Contractors undertaking such projects under State sponsorship are encourage to express freely their professional judgment in the conduct of the project. Points of view of opinions stated do not, therefore, necessarily represent official Illinois Division of Vocational and Technical Education position of policy.

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Dorothy M. Lawson

Cumberland School District No. 77

Toledo, Illinois

July 1, 1976

TABLE OF CONTENTS

Page

List of Tables and Illustrations....................ii
Summary of the Report....................1
Body of the Report....................8
  A. The Problem....................8
  B. Objectives of the Project....................15
  C. Project Description....................16
  D. Results and Accomplishments....................34
  E. Evaluation....................41
  F. Conclusions and Recomendations....................43

Appendices

  A. CIOEDC Dissemination and Conference Data..........A-1
  B. K-8 Instructional Program....................B-1
     Samples of K-8 Instructional Units..........B-12
  C. 9-12 Instructional Programs....................C-1
     Samples of 9-12 Instructional Units..........C-19
  D. Conceptual Framework as designed by the "Enrichment of Counselor Competencies in Career Education".....D-1
     Career Goal Statements from "The National Standard Career Education Model"....................D-4
  E. Program Management Tools....................E-1
  F. Program Management Objectives....................F-1
  G. Occupational Education Resources....................G-1
  H. Publicity....................H-1

List of Tables & Illustrations

Page

Role of the Administrators....................................10
Career Education - Illinois Model............................19
Occupational Cluster Design..................................21
Career Education Implementation Categories...................29
Oct. CIOEDC Conference Map..................................A-3
Feb. CIOEDC Conference Map..................................A-7
Mar. CIOEDC Conference Map..................................A-11
Apr. CIOEDC Conference Map..................................A-15
Composite CIOEDC Conferences Map............................A-19
Graph of CIOEDC Conference Participant Occupations..........A-20
Career Awareness,Conference Handout.........................B-1
Matrix of K-8 Program.......................................B-10
Matrix of 9-12 Program......................................C-1
CVIS,Conference Handout.....................................C-4
Consumer and Homemaking,Conference Handout..................C-9
WECEP,Conference Handout....................................C-18
Followup Study Survey Forms,Conference Handout..............E-1
Cost Differential Analysis Forms,Conference Handout.........E-20
Results of Self-Evaluation..................................F-49
Community Brochure, Conference Handout......................G-1
CIOEDC Brochure, General Dissemination......................H-38

SUMMARY OF THE REPORT

A. Time Period Covered

This final report covers the planning, implementation and demonstration phase of the CIOEDC project, Site B, from February 15, 1976 - June 30, 1976.

B. Objectives of the Project

The project objectives established by the Illinois Division of Vocational and Technical Education (DVTE) are:

1. To bridge the gap between the theoretical and developmental "findings" of activities sponsored by the Division and actual implementation of those findings into two K-14 sites.
2. To implement into two (2) sites in Illinois (differentiated on the basis of total student enrollment) selected research, curriculum, developmental, special and exemplary activities funded through special contract with local educational agencies and sponsored by the DVTE.
3. To provide an opportunity for a variety of persons (including teachers, counselors, administrators, labor and business representatives, state officials, USOE officials, and legislators or their representatives on a state and national level) to receive information and visit a demonstration center designed to exemplify proven learning techniques in career education and vocational education.
4. To identify the appropriate and practical courses of action that must be taken to ensure successful implementation of future research; developmental, curriculum, special, and exemplary activities based on an objective analysis of implementation of completed projects into the two school sites.
5. To evaluate the effectiveness and efficiency of the demonstration centers, as well as their integral activities, in terms of providing career development for the individual, marketable skills for a number of job entry levels, and/or sufficient instruction and training for successful continuation of formal education.

The specific objectives for Site B are:

1. To supplement present programs of career awareness and exploration through implementation of newly developed activities in these areas.

2. To provide students with an opportunity to: a) enter the World of Work with a saleable skill and b) further their training upon completion of a vocational program.

3. To plan the demonstration of vocational education programs and activities.

4. To evaluate the effectiveness of vocational education programs through a systematic follow-up.

5. To demonstrate the significance of vocational education programs and their relevance to the world today.

6. To disseminate information regarding the implementation of occupational education activities in a rural setting.

7. To demonstrate occupational education programs during four conferences conducted on site.

8. To report the successes and problems encountered while planning, implementing, and demonstrating occupational education programs.

9. To high light an articulated K-14 educational system.

The following activities were implemented to accomplish the local objectives.

1. OCCUPAC (Occupational Information Learning Package)
2. ABLE Model Program
3. Vocational Information Project
4. WECEP (Work Experience and Career Exploration Program)
5. SIVE (System for Individualizing Vocational Instruction)
6. CVIS (Computerized Vocational Information System)
7. Consumer and Homemaking Education
8. IOCP (Illinois Occupational Curriculum Project)
9. A System for Follow-up of Vocational Education Graduates.
10. Three Phase System for Evaluation
11. CERL (Career Education Resource Laboratory)

C. Procedures

The procedures followed in the planning phase were:

1. Initiate the project.

2. Establish an administrative liaison with the DVTE and Eastern Illinois University.

3. Employ a local project director.

4. Appoint members of the Vocational Advisory Committee to the project's Task Force.

5. Conduct faculty orientation meetings.

6. Establish a district communication system.
7. Survey private schools in the area.
8. Develop broad learner goals for each component level.
9. Determine the needs of the faculty.
10. Select an instrument to conduct a community survey.
11. Provide input to the One and Five Year Plan for Occupational Education.
12. Review program and activities for modification.
13. Pre-test the student body.
14. Develop a schedule to implement the activities in each component.
15. Conduct inservice activities.
16. Prepare a Phase II proposal for the DVTE.
17. Evaluate Phase I planning activities.
18. Submit quarterly and interim reports to the Division.

The Procedures followed in the implementation stage were:

1. Provide inservice orientation to all programs to be implemented using project directors whenever possible.
2. Provide supplementary audio-visual and printed materials.
3. Meet with Career Task Force monthly.
4. Meet with Vocational Advisory Council monthly.
5. Meet with consultants from DVTE.
6. Provide progress reports to faculty:
   a. Presentations to general faculty meetings
   b. Prepare four CIOEDC newsletters
7. Provide funds and direction for the development of unique Career Education teaching units.
8. Provide input into the One and Five Year Plan.
9. Implement activities into each component.
10. Review program activities.
11. Provide news releases of CIOEDC activities.
12. Provide presentations of activities to other educators.
13. Identify and administer methods of evaluating level of program implementation and student outcomes.
14. Provide inservice for teachers planning to demonstrate various activities.
15. Design brochures for publicity.

16. Film outstanding activities for presentation during Phase III.

17. Prepare a Phase III proposal for the DVTE.

18. Evaluate Phase II implementation activities.

19. Submit quarterly and interim reports to Division.

The procedures followed in the demonstration phase were:

1. Develop brochures describing each of the programs implemented.
2. Develop evaluation instruments and procedures to be used for conference evaluations.
3. Disseminate conference brochures.
4. Finalize conference plans with Task Force.
5. Prepare newspaper, T.V., and radio publicity.
6. Provide inservice for new teachers in unit district.
7. Develop presentations for the CIOEDC conferences.
8. Compile the Community Resource File.
9. Develop and organize conference registration procedures.
10. Complete a bibliography of Occupational Resources.
11. Prepare displays of CIOEDC activities.
12. Meet with the Vocational Advisory Council.
13. Prepare Eastern Illinois University IMPACT project interns to work at conferences.
14. Present the CIOEDC project to business and professional organizations including local faculty and parent groups, AVA and Illinois Principal's Association.
15. Publish CIOEDC staff newsletter.
16. Conduct CIOEDC conferences.
17. Advise teachers on field trip locations and suggest preparation and evaluation activities to preceed and follow field trips.
18. Confere with teachers not implementing career education activities to ascertain difficulties.
19. Evaluate the progress in meeting the CIOEDC objectives.
20. Evaluate Phase III Demonstration activities.
21. Submit quarterly and final reports to DVTE.

E. Results and Accomplishments

The Planning Phase

1. A Career Task Force Advisory committee was established and met monthly.
2. All staff members were made aware of the CIOEDC project via special presentations, workshops, individualized instruction and a CIOEDC newsletter.
3. The community was made more aware of occupational education activities via brochures, speechs, newspaper radio and T.V. publicity.
4. Staff inservice workshops were held to provide orientation to all projects.
5. Eastern Illinois University staff and the CIOEDC staff developed a Contract for the implementation of the CVIS project.
6. Special CIOEDC presentations were made to the projects third-party evaluator, the USOE Program Officers, the IADVTE Occupational Consultant Unit and Special Programs Unit by center personnel.
7. A number of surveys and tests were administered and tabulated through the guidance of the Third Party Evaluator.
8. Input was given to Vocational Department's One and Five Year Plan.
9. The CIOEDC staff meet monthly with the Vocational Advisory Council.

The Implementation Phase

1. An IOCP workshop was conducted for local and area administrators.
2. The project director served as a consultant to the Office of Career Education, Bureau of Occupational and Adult Education, Department of Health, Education and Welfare, Office of Education, Washington, D.C.
3. The Project Director assisted several state and federal projects in their development of activities, surveys and critiques of materials.
4. Consultant services were given to the CIOEDC project by Dr. Marla Peterson, Dr. Walter Wernick, Mr. Harold Fuller, Mr. Dennis Nystrom, Mrs. Joanne Harris, Mr. Joe Bergen, Dr. Dwight Davis, Dr. Richard Lawson, Mrs. Carol Sanders, Mrs. Joyce Felstehousen, Mr. Joe Gary and Mr. Don Stuckey.
5. Supplementary curriculum items were selected and entered in a bibliography.

6. Mini-grants to the faculty were utilized to develop curriculum units of instruction.
7. The project director attended USOE Region V, Part D, project directors meeting.
8. Continuous program updating was given to all faculty.
9. The community goverments assisted in the development of a brochure describing the community as a major resource for the CIOEDC project.
10. The third party evaluator conducted a number of evaluation activities.
11. A number of new courses at the Jr. and Senior High school levels were developed specifically as occupational education courses.
12. DVTE occupational consultants assisted the vocational teachers as they improved their programs.
13. Quarterly and interim reports were submitted.

Demonstration Phase

1. Brochures describing the project and its programs were printed and disseminated through mailings, and special presentations and the CIOEDC conferences.
2. Additional newspaper, radio, and TV publicity was given through local and national media.
3. The CIOEDC was featured in a Career Education film made by a project at the University of Illinois.
4. Dr. Larry Bailey, Dr. Marla Peterson, Dr. Rupert Evans, Dr. Ronald McCage and Dr. Fred McCormick were featured speakers for the four CIOEDC conferences.
5. Various CIOEDC staff members have been requested to give presentaions at educators conferences and workshops both in-state and out-of-state.
6. The final report from February 15, 1973 to June 30, 1976 was prepared and submitted.

E. Evaluation

To be completed by the third party evaluator, Educational Managment Services, Incorporated.

F. Conclusions and Recommendations

1. Approximately 900 persons received direct information on the CIOEDC project either through the CIOEDC conferences; special presentation to various organizations; University graduate classes and workshops; or direct consultative services.

2. Printed information was disseminated to approximately 5,000 persons.
3. Over 50% of the Cumberland Unit District staff and 5% of the Lake Land college staff gave presentations during the CIOEDC conferences.
4. The CIOEDC project provided a means of articulating an Occupational Education Program K-14.
5. The CIOEDC project strenghten the communication links between the Cumberland Unit School District, the communities and Lake Land College.
6. Over 63% of the Cumberland Unit District #77 staff were involved in the project.
7. Due to the financial crisis for travel and released time, educators in small schools may have to rely on printed materials rather than on-site visitations. Therefore, it is recommended that more funds be allocated to develop a printed handbook of the CIOEDC project which will aid those planning committees during their planning and implementation activities.

Body of the Report

A. Problem

Since 1965, the Illinois Division of Vocational and Technical Education has funded various research and development activities to improve career and occupational education. The Division has used various strategies to create an awareness of the successful projects and activities for potential users. Because of the number of related activities which could be implemented in a total program, a comprehensive dissemination technique was devised to highlight these new and innovative activities.

In September 1973, school districts in the State of Illinois received a Request for Proposal issued by the IDVTE, for the establishment of two centers which would implement new occupational programs and be prepared, upon satisfactory implementation of the selected activities, to become National Demonstration Centers. Teachers, counselors, administrators, as well as representatives from labor, business and industry, staff of state and national levels, would be invited to observe firsthand the implementation of special projects and could then return to their respective constituents and provide them with descriptive information about each activity that was observed.

In order to provide sites that would meet the needs of LEA's, an urban school district and a rural school district were selected on the basis of High School student population above or below 800 which also had a fully approved vocational program.

One of the basic criteria for qualifying for this grant was that the local school district have an approved program of vocational education. Cumberland Unit District #77 is recognized by the Division of Vocational and Technical Education to be a leader in this area and has an approved One-and-Five-Year Plan for Vocational Education. Lake Land Community College places a great emphasis on vocational education also. Over fifty per cent of the students enrolled are participating in one of their many vocational programs.

The specific problems for the CIOEDC project, Site B, was the implementation of unique occupational education programs selected for implementation within the Cumberland School District and Lake Land College frame works and to demonstrate those programs.

The following activities were implemented to accomplish the local objectives.

1. OCCUPAC (Occupational Information Learning Package)
2. ABLE Model Program
3. Vocational Information Project
4. WECEP (Work Experience and Career Exploration Program)
5. SIVE (System for Individualizing Vocational Instruction)
6. CVIS (Computerized Vocational Information System)
7. Consumer and Homemaking Education
8. IOCP (Illinois Occupational Curriculum Project)
9. A System for Follow-up of Vocational Education Graduates.
10. Three Phase System for Evaluation
11. CERL (Career Education Resource Laboratory)

Because the programs have recently been developed, the developers were available as consultants which was an important motivational device in our inservice.

Two other sources were heavily relied on for the development of the CIOEDC project. *Career Education, New Approaches to Human Development*, by Larry J. Bailey and Ronald Stadt and *A Final Report of an Impact Assessment of Demonstration Centers as a Dissemination Technique* by Joseph R. Ellis. These sources provided background information on curriculum development, strategies for implementing curriculum changes and technques for developing demonstration activities as well as identifying those most effective dissemination techniques which could be adapted to the CIOEDC project.

The placement of a Career Education program into a school's existing curriculum requires gaining an understanding of the career development concepts, planning for program implementation, preparing instructional materials and developing operational strategies by the total community. A further requirement is a statement of the goals of the program by the administration and board, a perceptual understanding by the instructional staff in order to provide their programs to reach these goals and cooperation by the community to provide the resources needed to develop a viable program.

The establishment of this new concept within the established educational program at Cumberland School District #77 depended on a number of factors: (1) student needs, (2) staff development, (3) resources (4) funds, and (5) evaluation of exisiting and planned programs.

STUDENT NEEDS

The emergence of the philosophy that every student needs to attain a saleable skill before graduation from high school has shifted the emphasis from primarily providing preparation for additional academic education, to that of providing the education required for preparation for living in the world of work. The CIOEDC staff selected Career Development programs for the elementary school student that would increase the student's self awareness and develop a career awareness in terms of the broad range of options open to them as well as an understanding of the dependence of one person on another in the "world of work." Programs were selected for the student in the Junior High (middle school) to provide exploration experiences of various types and a deeper exploration of life styles and work values. For the student entering High School, orientation programs were selected to provide the student with the opportunities to explore in-depth a particular occupational cluster and assess his interests, abilities and strengths to meet the requirements for obtaining a position in the career field he chooses to pursue. Programs chosen at grade levels 10 through 14 were selected to provide preparational experiences in a variety of occupational areas, with special emphasis on the utilization of supervised work experiences within the cooperative community work program.

It was important that the programs selected for implementation would increase the self awareness of each student, develop in each student favorable attitudes about the personal, social, and economic significance of work, and assist each student in developing and practicing appropriate career decision-making skills. A viable Career Education program should be designed to insure the placement of all exiting students in either: (1) a job, (2) a post-secondary occupational program, or (3) a baccalaureate program.

STAFF DEVELOPMENT

Administrative support for staff development in a Career Education program is essential. The administrator must assist the instructional staff to perceive and develop experiences which will further the student's career development through the following activities. (figure 1)

. . . *identify* the career development concepts to be developed, based on the needs of the student in setting and reaching his personal career goals. Staff knowledge of the problems students will encounter in seeking, getting, and holding a job is a major concern. The staff should become aware of the need for developing career education programs which can help the student develop a SELF AWARENESS of abilities, interests and skills as required to meet the needs of society.

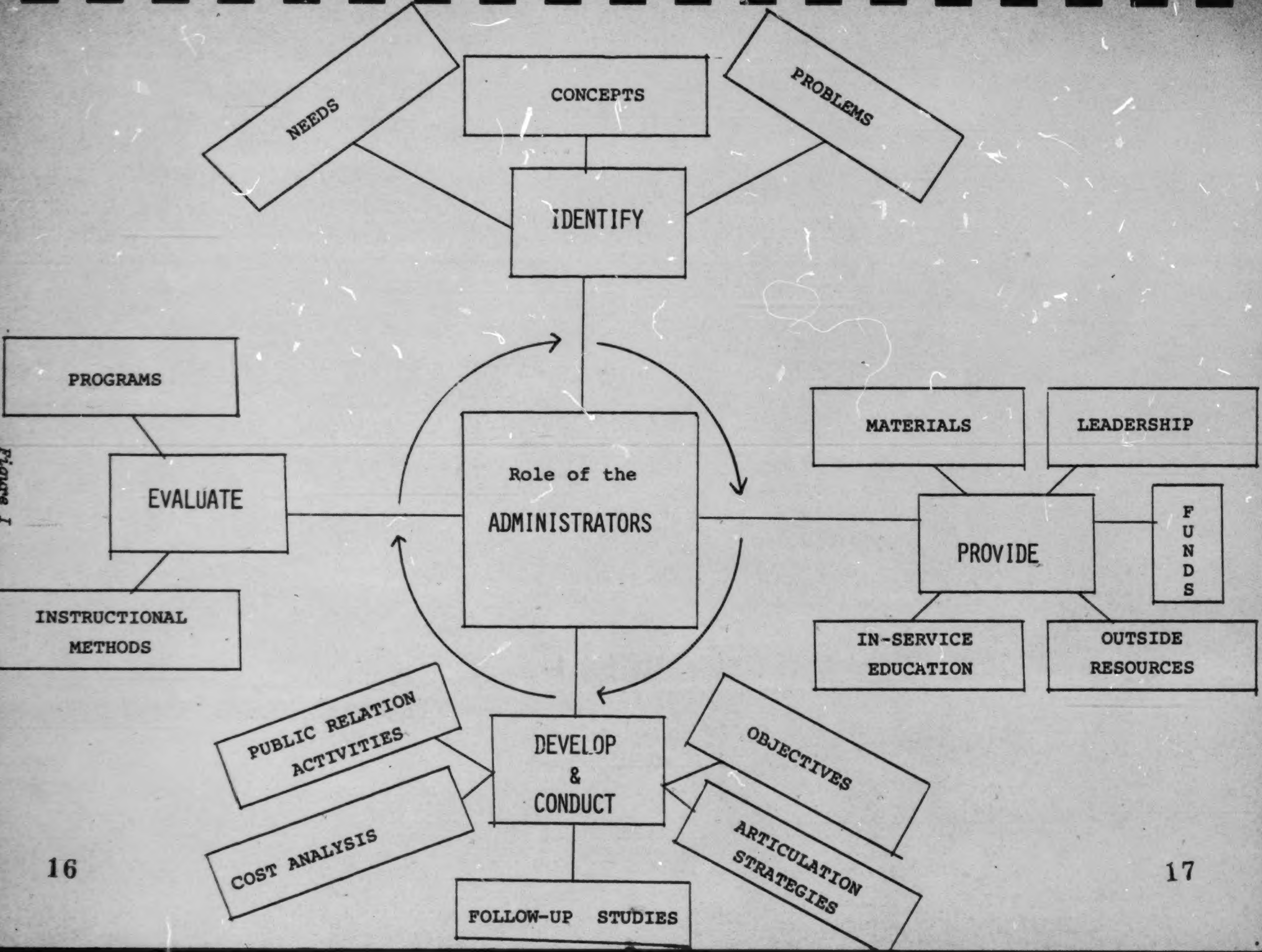
NEEDS
CONCEPTS
PROBLEMS
IDENTIFY
PROGRAMS
EVALUATE
INSTRUCTIONAL METHODS
Role of the ADMINISTRATORS
MATERIALS
LEADERSHIP
PROVIDE
FUNDS
IN-SERVICE EDUCATION
OUTSIDE RESOURCES
PUBLIC RELATION ACTIVITIES
COST ANALYSIS
DEVELOP & CONDUCT
FOLLOW-UP STUDIES
OBJECTIVES
ARTICULATION STRATEGIES

Figure I

. . . *provide* the necessary materials, leadership, inservice, funds and outside resources to develop programs. The staff must be able to provide programs which help the student to use the DECISION MAKING process to solve his problems and meet his needs as he prepares to enter the world of work.

. . . *develop* career education objectives and articulation strategies, based on the concepts of career development and child growth and development, and

. . . *conduct* public relation activities, student follow-up surveys and cost analysis studies. The administration and staff should be aware of the student's career development requirements which hopefully can be met through the school's curriculum. The curriculum should provide the student with an EDUCATIONAL AWARENESS of the cognitive, affective and psychomotor requirements of the career of his choice.

. . . *continuously evaluate* programs and instructional strategies. The faculty, students, administrators and community should be conscious of whether the CAREER AWARENESS, EXPLORATION AND PREPARATION programs are meeting the established objectives so that improvements can be made.

. . . *know* the skill requirements for employment. The administration and staff can prepare programs for various levels of COMPETENCY DEVELOPMENT which in turn will give the student the opportunity to select and prepare for the competency level goal he wishes to attain.

. . . *encourage* teachers both positively and actively. It is more likely that teachers who have administrative support will implement innovative Career Education programs, providing the student with a curriculum in step with his needs, and developing in the student more favorable ATTITUDES and keener APPRECIATIONS of the contributions each person makes in the "World of Work."

RESOURCES

Because career education programs require community resources, it is important that the liaison personnel and the program coordinators work closely with the Vocational Advisory Council in identifying and using those community resources. The Vocational Advisory Council, for the Cumberland School District, made up of the local business and professional leaders of the community, met monthly to provide the input to identify community resources and needs, suggest curricular changes and to prepare a follow-up study of Cumberland High School graduates.

FUNDS

Continued development and maintenance of a program depends partially on the financial support given to it. A program should be developed with a fiscal accountability which can show how the amount of dollars spend accomplished stated goals. Using select methods of gathering and analysing data, the administrators should be able to support the need for continued funding of career education programs.

EVALUATION

Career Education programs should be revised and updated using follow-up studies made of the school's graduates who have entered the world of work. Providing an opportunity for input into program development by the student and the community will aid in keeping the programs relevant and up-to-date. Evaluation of programs and of instructional methods can accomplish many things. First, it can provide a method of determining whether the learning outcomes were achieved through the activities. Second, it can identify those programs meeting student needs and those programs which need to be remodeled or elimenated. Third, it should lead the staff to reassess student needs and problems in light of the goals identified to be met.

PROGRAM DEMONSTRATIONS

At the very inception of the CIOEDC project, the staff began to formulate plans for the demonstration phase of the project.

Every inservice activity in which staff members participated, critiques were made of methods, impact, interest and transportability of techniques to the CIOEDC project.

In order to have a clear understanding of what activities would be most useful in attracting participants and providing worthwhile activities, a meeting was held with the Career Task Force, CIOEDC staff members, Mr. Charles Schickner, Dr. Ronald McCage, Mr. John Washburn, Mr. Dan Bock and Dr. Fred McCormick. At this time the following points were made to clarify the intended outcomes and limitations of a demonstration center:[1]

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[1] Joseph R. Ellis. A Final Report of an Impact Assessment of Demonstration Centers as a Dissemination Technique (DeKalb, Illinois: Northern Illinois University, 1974.)

OUTCOMES

1. Create an awareness of a particular innovation among potential users.
2. Offer 'would-be adopters' an opportunity to examine and assess the qualities and disadvantages of implementing a particular innovation (Prima Facie evidence)
3. Provide potential users with a basis for assessing adaptability, feasibility, and utility of a particular innovation.
4. Where possible, present the characteristics of an innovation as an integral part of an educational system.

LIMITATIONS

1. A demonstration center can only inform visitors. It cannot assure that visitors attending a center will adopt an innovation.
2. These demonstration centers were not established for the purpose of advocating one program as being better than any other. They presented only one solution to a problem. Hopefully, it was a viable solution.
3. These demonstration centers were not an attempt to externally control the variables within any particular school district.
4. These demonstrations centers were not created to tell particular visitors about what they could do about factors affecting their school system. The factors which might be major barriers to change were often discussed, however, in the demonstration setting.
5. Because of the nature of the centers, (their physical setting, potential users, etc.) not all demonstration centers were designed to affect a large number of visitors.
6. Whereas workshops are designed to develop products and processes, (skills, competencies, techniques and materials) these demonstration centers were designed to inform.

Decisions were made regarding the content and development of printed and non-printed materials and the types of activities to be utilized for the most effective and efficient ways to disseminate information on the CIOEDC project.

Early in the planning phase and through the implementation stage, staff members were requested to illustrate activities and procedures via filming, written records and samples of student work. Filming of activities was a difficult assignment for some staff members as they had not used this method of illustrating performance indicators of activities. However, as the staff began work on presentations for the conferences the understanding and need for concrete indicators became very apparent.

Brochures were developed to disseminate information about the CIOEDC project, the community it served and each of the programs which were implemented.

Presentations were developed by each member of the Career Task Force, to be given at the conferences and to special interest groups. These presentations were designed to include spoken and printed telling techniques; visuals, live demonstrations, exhibits and stimulations which would visualize program activities; consulting and direct assistance for program development; and opportunities for participants to share and discuss their programs, problems and solutions.

Data on the population reached through the dissemination activities, copies of the printed activities and summaries of the classroom programs demonstrated during the conferences are in Appendix A, B and C.

B. OBJECTIVES OF THE PROJECT

1. To bridge the gap between the theoretical and developmental "findings" of activities sponsored by the Division and actual implementation of those findings into two K-14 sites.
2. To implement into two (2) sites in Illinois (differentiated on the basis of total student enrollment) selected research, curriculum, developmental, special, and exemplary activities funded through special contract with local educational agencies and sponsored by the DVTE.
3. To provide an opportunity for a variety of persons (including teachers, counselors, administrators, labor and business representatives, state officials, USOE officials, and legislators or their representatives on a state and national level) to receive information and visit a demonstration center designed to exemplify proven learning techniques in career education and vocational education.
4. To identify the appropriate and practical courses of action that must be taken to ensure successful implementation of future research, developmental, curriculum, special, and exemplary activites based on an objective analysis of implementation of completed projects into the two school sites.

5. To evaluate the effectiveness and efficiency of the demonstration centers, as well as their integral activities, in terms of providing career development for the individual, marketable skills for a number of job entry levels, and/or sufficient instruction and training for successful continuation of formal education.

The specific objectives for Site B are:

1. To supplement present programs of career awareness and exploration through implementation of newly developed activities in these areas.
2. To provide students with an opportunity to: a) enter the World of Work with a saleable skill and b) further their training upon completion of a vocational program.
3. To plan the demonstration of vocational education programs and activities.
4. To evaluate the effectiveness of vocational education programs through a systematic follow-up.

C. PROJECT DESCRIPTION

Organization

Cumberland Unit District #77 has a Certificate of Recognition from the Illinois Office of Education. This is the highest certificate awarded to Illinois Public Schools. In addition to state recognition, Cumberland is an accredited member of the North Cental Association. A member school is accredited for one year at a time, which is always the current year. However, it's certificate of membership is valid as long as the school continues to satisfy the condition for accreditation established by the Commission on Schools and is fully approved by the legally constituted or recognized accredited agency in the state.

The school district is controlled by a local seven member Board of Education and five school administators. The administration of this project was delegated to this component of the CIOEDC project, Site B.

Cumberland High School has a fully approved vocational program as determined by the guidelines established by the Office of the Division of Vocational and Technical Education. Of the 126 schools in Region 4, only 38 have fully approved vocational programs.

Cumberland Unit District #77 is located in Cumberland County in East Central Illinois. The District itself, has 185.6 square miles of the county within its boarders. The school plants are situated on forty acres between Greenup and Toledo, Illinois on Rural Route 121. The student population is drawn from the three rural counties of Greenup, Toledo, Jewett and the outlying areas of the district.

Cumberland Unit District #77 is largely a rural farming area, but does contain a few small independently owned industries.

Lake Land College was selected as the post secondary (13-14) component of the CIOEDC project, Site B. The Lake Land College district presently is composed of all or parts of eleven counties in East Central Illinois. The district has an area of 3,900 square miles and a population of nearly 175,000 people. Well over 25 communities of varying sizes and makeup are located throughout the district, generally readily accessible to the College campus located south of Mattoon. An adequate system of highways and interstate roads provide easy access to the College with a minimum of driving time. Major metropolitian areas are within easy driving distance of the College campus such as Chicago, St. Louis, Indianpolis, and Springfield; all within the radius of 200 miles. The Lake Land College district, although containing some industry, is predominantly rural. Only two cities in the College district have populations over 10,000.

Lake Land is a community college characterized by low student costs, a broad curriculum and flexible admissions policy which permits entry of students with varied interestes, abilities and aspirations. The philosophy, climate and effort of the college is directed toward producing citizens who have not only salable skills but who are motivated to assume a useful and appropriate place in society and who can lead successful and satisfying personal lives.

One of the CIOEDC project's goals was to demonstrate an articulated program of occupational education K-14. Because there previously had been activities initiated between the two schools, the main function was to strenghten those ties and implement additional activities which provide articulation strategies in additional areas.

The staff of the CIOEDC project was made up of: Project Director, Mrs. Dorothy Lawson; Liaison committee, High School principal, Mr. Robert Rogers, Assistant High School principal, Mr. Don Full, Assistant Elementary and Jr. High School prinicpal, Mr. Jim Henry/Mr. Richard Nicholson, Dean of Career Education, Lake Land College, Mr. Charles Cole; Career Task Force Instructional staff, Mr. Robert Blade, Mrs. Beverly Kuhn, Mrs. Rosalee Chancellor, Mrs. Esther Hill, Mrs. Deanna Pease, Mrs. Chalis Patton, Mrs. Anita Thomas, Mrs. Eleanor Shadley; Guidance Counselors, Mrs. Susan James, Mr. William Waldrip and Mr. Charles Crites; DVTE project coordinator, Mr. Charles Schickner and Third Party Evaluator, Dr. Fred McCormick; Secretary, Mrs. Gloria Roan.

Input was received from the Cumberland Unit District Vocational Education Advisory Council in the areas of Agriculture-Mr. Victor Stewart, Mr. Bruce McCandlish, Mr. Lloyd Flood, Mr. Rex Evans, and Mr. Gary Gressom; Business-Mrs. Marjorie Craig, Mr. Jay Hayden, Mrs. Clara Jo Clark, Mr. Larry Stultz, Mr. Richard Tinder and Mrs. Linda Cox; Industry-Mr. Bob Scott, Mr. Carroll Ervin and Mr. Larry Brook; Health-Dr. L.E. Massie, Mrs. Rita Lapan and Mrs. Winona Saathoff; Personal and Public Services-Mrs. Jean Green and Dr. David Richie.

Because the CIOEDC project was implementing programs developed through DVTE funding, the developers of those projects served as consultants to this project. Additional consultants were utilized for special management areas or inservice activities: Dr. Marla Peterson, OCCUPAC; Mr. Harold Fuller, VIP; Dr. Walter Wernick, ABLE; Mr. Joseph Bergen, and Dr. Dwight Davis, IOCP; Mrs. Joyce Felstenhousen, Follow-up; Dr. Dennis Nystrom, Cost Analysis; Mr. Joe Gary, Lake Land, A.V.; Dr. Richard Lawson, Eastern Illinois University, Library Science; Mr. Lloyd Phipps, University of Illinois, Vocational Education; Mrs. Carol Sanders, CVIS & CERL; Mrs. Mary Bare, Casey District, Gifted Education; and Mr. Daniel Bock, Mr. John Washburn and Mrs. Betty Hill, Mr. John Sweeny, DVTE. Dr. Charles Joley, Eastern Illinois University.

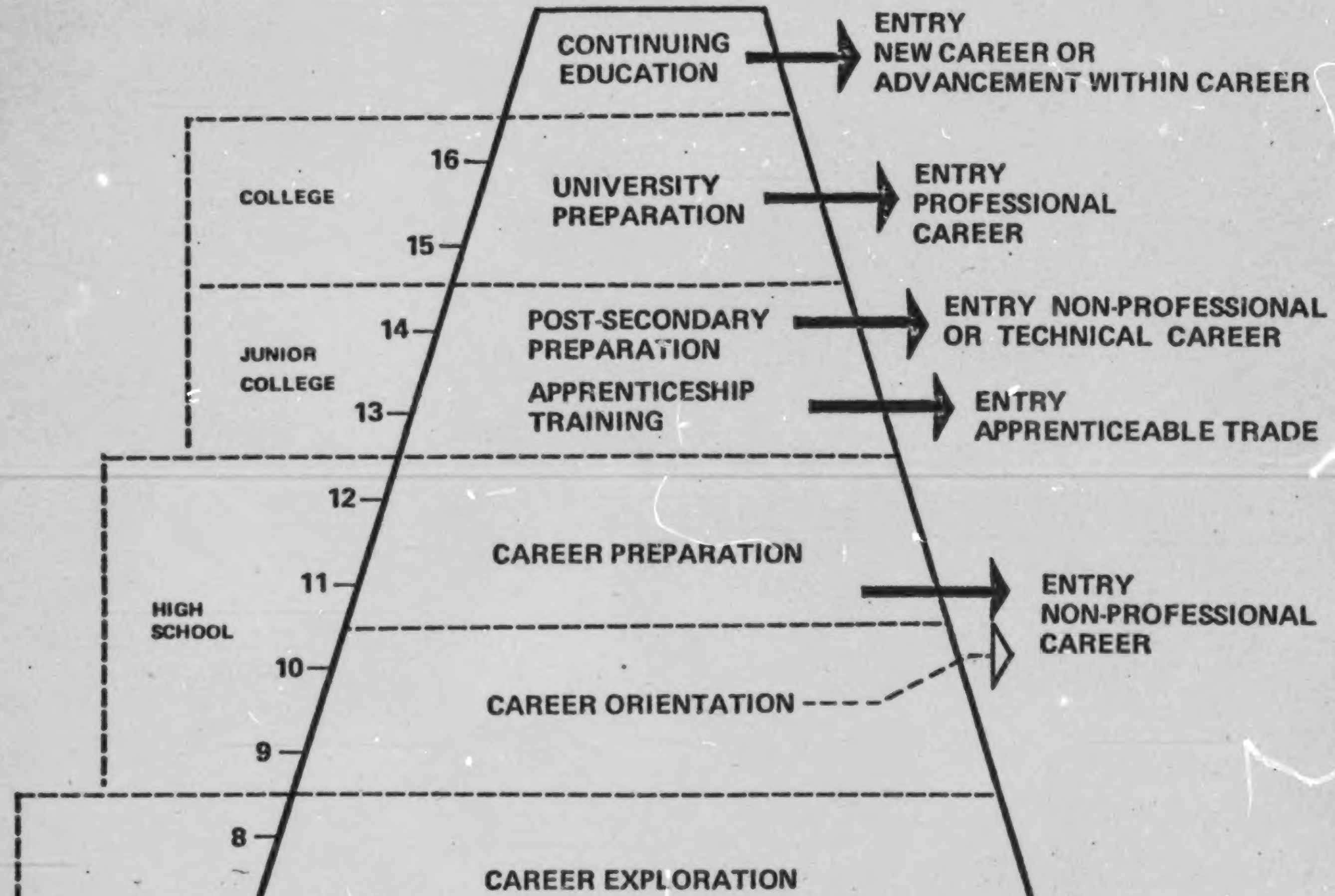
PROJECT DESIGN

The CIOEDC project was designed in three phases. The first phase was designated as a planning time. During this phase programs were selected, workshops were held and plans were made to implement the various programs. The second phase was designated as a time to implement programs and evaluate their feasibility. By the end of this phase the occupational areas to be studied were outlined, the career education concepts identified for instruction, units were designated for infusion of career education activities and articulation strategies were established. The third phase was designated as a demonstration phase when educators could view and evaluate the effectiveness of the career education program.

The project adopted the Illinois Model of Career Education Curriculum design (figure 2) by introducing and providing a broad awareness of the World of Work. The child's career interest will lead the student into an in-depth exploration of one or two clusters of occupations. An orientation program provides opportunities to make choices within a cluster, increasing the students options. Specific career preparation narrows the options to that of selected careers for entry level preparation.

The Illinois Occupational Cluster Design was adopted as the occupational framework because of the ease of

State of Illinois
BOARD OF VOCATIONAL EDUCATION AND REHABILITATION
DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
1035 Outer Park Drive
Springfield, Illinois 62706


CONTINUING EDUCATION
ENTRY NEW CAREER OR ADVANCEMENT WITHIN CAREER
COLLEGE
16
15
UNIVERSITY PREPARATION
ENTRY PROFESSIONAL CAREER
JUNIOR COLLEGE
14
13
POST-SECONDARY PREPARATION
ENTRY NON-PROFESSIONAL OR TECHNICAL CAREER
APPRENTICESHIP TRAINING
ENTRY APPRENTICEABLE TRADE
HIGH SCHOOL
12
11
10
9
CAREER PREPARATION
ENTRY NON-PROFESSIONAL CAREER
CAREER ORIENTATION
ELEMENTARY SCHOOL
8
7
6
5
4
3
2
1
K
CAREER EXPLORATION
CAREER AWARENESS

Career Education
ILLINOIS MODEL
Figure 2

identifying occupations with those vocational programs offered at the high school and post secondary levels. (figure 3)

Two inservice workshops provided the conceptual framework for the program. During the first workshop the concepts to provide the basis for the program were those identified by the "Enrichment of Teachers and Counselors Competencies in Career Education Project." The second workshop expanded those concepts by utilizing the Career Goal statements as identified by the "National Standard Career Education Model Project." (See Appendix D)

The staff by identifying career education concepts and occupational studies to be infused into existing curricula developed a matrix for their career education program.

STRATEGIES

At Cumberland School District #77, the dimensions of Career Development needed to be developed by all of the teachers. It was considered necessary to provide inservice opportunities which would provide the teachers with an orientation to Career Development concepts and an awareness of the career development needs of students. Opportunities to develop programs emphasising Career Development concepts were provided through inservice experiences via workshops and individualized preparation. Other activities included: visiting exemplary curriculum projects, identifying materials needed to implement programs into one's own career development units, identifying resources, reviewing materials for purchase or rental, working with supportive staffs, identifying problems and new strategies for solving those problems and making curricular innovations to meet student's needs in existing programs.

Development of program objectives and articulation strategies provided a sequential curriculum related to the Career Development of the student. It was important to identify the learning outcomes, or the *ends* based on the concepts and skills to be developed and to develop the topics, activities and materials or *means* required to meet those outcomes. The objectives, topics and activities were developed in the light of Career Development concepts and based on the knowledge of child growth and development which should meet the needs of the student. The career education activities were developed to help the student to develop a better self concept; to be prepared to make more rational intelligent occupational decisions; to learn how to get along in meaningful work groups, to develop empathy for co-workers and employers; and to develop a purpose or sense of agency.

OCCUPATIONAL CLUSTER DESIGN

HEALTH OCCUPATIONS

1. Dental
2. Medical Laboratory Technology
3. Nursing
4. Medical Doctor
5. Rehabilitation

APPLIED BIOLOGICAL AND AGRICULTURAL OCCUPATIONS

1. Machinery
2. Environmental
3. Horticulture
4. Animal
5. Supply
6. Plant

BUSINESS, MARKETING, AND MANAGEMENT

1. Office
2. Marketing
3. Mangement

PERSONAL AND PUBLIC SERVICE OCCUPATIONS

1. Muncipal Services
    a. Safety
    b. Transportation
2. Human Services
    a. School
    b. Communication

INDUSTRIAL ORIENTED OCCUPATIONS

1. Mining
2. Furs
3. Lumbering
4. Oil
5. Steel Making
6. Electronics
7. Metal and Plastics
8. Visual Communications

Figure 3

RESOURCES

Because Career Education is a community resource based program it was important to make the best use of the community. Speakers, field trip experiences, and on-the-job work experiences all contributed to the basic outcomes of the Career Education program. By informing the public of the goals of the school district's Career Education program and the importance and value of the community's contribution to the program there was greater interest to participate in the Career Education programs. The development of a community resource file aided instructors in their search for people, places and things most relevant to the experiences planned for their students.

Since the emphasis of Career Education centers on the person in the occupation rather than the processes related to and products derived from an occupation, the materials in our school needed to be updated. Career information materials were developed locally through interviewing local workers. This was supplemented by newly written and produced materials, and through the use of computer equipment which provided instant access to up-to-the-minute occupational information. In order to provide occupational information for all students; equipment, activities, and materials are needed which present an awareness of many occupations and the various levels within those occupations. The materials and activities should help foster favorable attitudes and an understanding of the relationship of people to each other as well as a concept of one's self within a career. Therefore, it became important to be selective in choosing the materials to supplement the programs to be implemented. A variety of materials including books, filmstrips, transparencies, etc. should be selected using an established criteria, which includes the following points: (1) Relationship to local program objectives, (2) Career ladders, (3) Grade level, (4) Copyright date, (5) Format, (6) Biases, (7) Worker or Product, and (8) Accuracy of information.

ELEMENTARY/JUNIOR HIGH SCHOOL PROGRAM DEVELOPMENT

Cumberland Elementary and Jr. High School of 914 students, 476 teachers and 1 counselor has been involved for nearly three years in the implementation and realization of a successful career education program. This program emanated from a need seen by the administrative team and many members of the teaching staff. Students needed activities which would provide for the development of self awareness, opportunities for decision making, awareness of relationships between occupations and lifestyles, development of coping behaviors and access to occupational information. Using the Enrichment of Teacher and Counselor Competencies in Career Education Curriculum Design and the National Standard Career Education Model: K through Adult, as conceptual framework, the staff enthusiastically and decidely became involved in ghe CIOEDC project.

Through Career Education workshops developed by Eastern Illinois University and the University of Illinois, the staff was guided in curricula development emphasizing the infusion of career education concepts into program activities and articulating the career education curriculum K-12.

Several activities that had been initiated prior to the inception of the project were incorporated into the general structure of the curriculum and built upon. In addition, seed money in the form of mini-grants and released time was awarded to teachers to develop units in career awareness and information for individualized instruction. This served as an impetus for several teachers to initiate and others to expand their efforts. A continuing program of inservice workshops and faculty meetings has encouraged and aided teachers in developing and updating materials, curriculum, and instructional techniques. Administrative and colleague support has been effective in raising the level of involvement of the staff. This level of participation has increased over 100% and continues to grow.

More specifically, two basic methods have been used to incorporate career education into the curriculum design. The infusion process, whereby career education concepts are integrated into the subject matter, has been employed. Where the need has existed, an alternative approach has been utilized. Career education classes as separate entities have been incorporated into the curriculum. Each program demonstrated by the CIOEDC, as well as on going systems, have been developed within this framework and described as follows:

The Authentic Basic Life Experience project, (ABLE), was incorporated into the curriculum and demonstrated in each of the four national conferences which the CIOEDC held. Through ABLE, students gathered occupational information first hand. Resource persons in the community have been utilized through classroom visitations as well as students taking field trips to interview various individuals in relation to their careers.

The infusion of the OCCUPAC project, (A Project to Develop Occupational Information Learning Activity Packages for Grades K-9), and the VIP program, (Vocational Information Project), into the K-5 component has been successful too. An OCCUPAC is a package of multi-media materials which presents career development activities at a level which can be comprehended by students in grades K-9. OCCUPACs contain slides, tapes, equipment and materials used in various occupations. Decision making simulation activities and props of all kinds from the real world of work are included also. These units have been created by professionals and students and have been used in a variety of subject matter areas, including reading, science, math and the social studies.

The demonstration of the VIP has lead to its widespread use by elementary and junior high school teachers. In this project, television equipment has provided a means of recording people at work in various institutions and establishments in local communities. The video tapes vary from 8 to 20 minutes in length. The topics of the video tapes have been to the students vocational interest.

Playback of the video tapes has been on ordinary classroom television monitors by means of small video tape recorders. This particular program has aided students in the development of language skills as well as providing on-site interviews of workers.

Modifying and combining the VIP, SIVE and ABLE Programs has transformed some of the eight grade language arts classes. Based on the nationally acclaimed Foxfire project, these classes produced a career related magazine as the core of its curriculum and the vehicle for career information. From the $50 mini-grants, this class now has a working fund of several thousand dollars.

An effective guidance program for the elementary school has been implemented through the CIOEDC project. The guidance counselor has acted as a resource person, along with the librarian, in providing all elementary and junior high school teachers with up-to-date information concerning the implementation of career education curriculum concepts. The guidance counselor has been available to all students in the K-8 component for individual counseling regarding the many facets of self awareness, decision making and career awarness. The guidance counselor has actively provided career curriculum information and group counseling to all eighth grade students, thus providing an articulated program between the junior high and high school. In addition, the guidance counselor has worked closely with the elementary and junior high school administrators in the articulation of the total K-9 curriculum.

The staff and student population has one of the most up-to-date occupational information libraries available. The elementary and junior high school's career education library which is housed within the instructional material center, includes both teacher and student printed materials, slides, filmstrips, informational catalogs, curriculum guides, books on teaching strategies and other hands on materials.

Administrators and teachers also have the Career Education Resource Lab, (CERL), as a source of information and service. This lab, established by a ten county Eastern Illinois School Development Council (of which Cumberland Unit District #77 is a member), has helped to facilitate the identification of community resources which the school districts may utilize. Further, the lab's creation of an attitudinal survey has been valuable in evaluating the progress of our program.

The thrust of the special education program has been its emphasis on attitudinal characteristics that are desirable for students to develop in working with other people. This has been augmented through a mainstreaming approach for many of these children. Further, many of these students have been afforded experiences in career awareness through visitations by resource people to the classroom and field trips into the community.

HIGH SCHOOL PROGRAM DEVELOPMENT

Cumberland High School with 443 students, 28 teachers, and 1 counselor has been involved in occupational education for many years. Of the 126 schools in Region IV of the Illinois Division of Vocational and Technical Education, Cumberland is one of 38 with a fully approved vocational program. Three of every four high school students are enrolled in a vocational program. Cumberland High School is accredited by the North Central Association and has been commended by the Association for its offerings in vocational education. The school has been involved in career education in past years. The fact that the Cumberland District was awarded a grant for $147,474.000 to establish the Comprehensive Illinois Occupational Education Demonstration Center is evidence that its schools are uniquely qualified to successfully implement and demonstrate career education activities. We must credit the Demonstration Center with providing the impetus for a more concerted effort on our part in behalf of career education. Many new programs have been implemented involving many new staff members as a direct result of the Demonstration Center.

The Work Experience and Career Exploration Project (WECEP) which was implemented at Cumberland High School during the CIOEDC Project, expanded the work experience programs to three. Cooperative Vocational Education (CVE) and Cooperative Work Training (CWT) are two programs which were in operation prior to the CIOEDC project. Cooperative Vocational Education utilizes work training stations in the district and is available to juniors and seniors. The program consists of on-the-job training experiences and a daily classroom period for job related and skill instruction. Cooperative Work Training functions along these same lines but is geared to meet the needs of Special Education students at the secondary level. WECEP is a work experience program for 14-15 year olds who have been identified as potential dropouts. The thrust of this program is to provide basic work skills, emphasize the relevancy of classroom instruction, and provide a wide variety of career exploration activities.

Cumberland High School has a Computerized Vocational Information System (CVIS). This system provides students with a tool for exploring computerized information about self interests and educational opportunities as they relate to careers. Students interact with an IBM computer terminal based at Cumberland which is connected to a data bank at Eastern Illinois University. Using the computerized program, students can identify needs, interests, educational programs and manpower information.

In addition to the computerized resources provided by CVIS, Cumberland High School has developed a Comprehensive Career Education Resource Library. The offices of the school librarian and guidance counselor are adjacent to the library so that their assistance can be provided to students in locating the resource materials indicated by their needs or interests.

The Career Education Resource Laboratory (CERL) at Eastern Illinois University has been used by the Cumberland District in many of its career education activities. The District is a member of the ten county Eastern Illinois School Development Council which helped to establish the Resource Laboratory. Inservice training for use of the CVIS hardward was provided by the CERL staff members. A major focus of the CERL project was the identification of community resources in the ten counties surrounding Eastern Illinois University as well as those in our own local communities. This effort provided the impetus for the development of a comprehensive resource file within our own district. The CERL Project has also provided an attitudinal survey as a pre and post test instrument. We are still using this instrument to determine the effectiveness of our career education activitiies.

Cumberland High School has a system for Follow-up of Vocational graduates. The system is actually used for all graduates. It delivers a continuous flow of uniform follow-up data which is necessary for decision making by state and local school authorities. Survey instruments are sent to graduates as well as dropouts and their employers to gather information which will help to evaluate the educational training experience offered by the school. The school guidance counselor is largely responsible for the operation of this program. This also enables him to evaluate his vocational and career guidance services.

A program which parallels the Follow-up System is the placement service offered by the high school. This program's goal is to see that graduates enter the world of work in a position for which they are qualified, engage in further school, or enroll in a baccalaureate program in a college or university. The placement service strives to identify and locate for students those training institutions which best suits their needs and interests. Cooperation is given to business and industry by advertising vacant positions along with the qualifications needed. Students are allowed time off from school for job interviews, college and trade school visitations, and conferences with the Armed Forces recruitment personnel.

The System for Individualizing Vocational Education (SIVE) has provided opportunities for teachers of K-12 students to develop individualized occupational experiences for their students. Through mini-grants; funds for materials and instruction have been made available to produce high quality, effective teaching materials geared to local needs and interests. These materials have not only been used by the teachers producing them, but also by other teachers who have similiar instructional objectives.

The Illinois Occupational Curriculum Project at Cumberland High School is a program consisting of management strategies related to typical program planning and evaluation with step-by-step procedures, sample forms, letters, instruments, and much more. All of this is focused on:

a. Identifying programs to best meet the needs of our local school service area.
b. Identifying appropriate course and program content.
c. Utilizing community and staff resources.
d. Gathering an analyzing information for decision making.
e. Determining the success of occupational programs.

An improved Consumer and Homemaking education program was designed to meet the needs of all students. It has guided them in developing the ability to manage money, buy goods and services for the achievement of a level of living reflecting their standards, goals and values. The program has also prepared and assisted those students who will be leading a dual role as wage earner and homemakers.

A Three Phase System for Statewide Evaluation of Occupational Education Programs in Illinois is utilized at Cumberland High School. This three phase system includes:

a. Phase One which is a self evaluation by the district and by a visiting team in planning the district's occupational program.

b. Phase Two of the evaluation system is devoted to the review and evaluation of the Local District One-and-Five-Year Plan for Vocational and Technical Education by the staff of the Division's Program Approval and Evaluation Unit.

c. Phase Three has been designed to provide a local district with a profile of their occupational program through the utilization of a visitation team comprised of external business and industrial representatives (management, labor and others), vocational educators and students from outside the district.

Cumberland High School has a history of cooperating with Lake Land College in offering adult education courses at the High School. Courses in art, home economics, industrial arts and auto mechanics have been offered on a regular basis and taught by the High School faculty members. These courses have offered college credit for participants. Using input from its vocational advisory council, Cumberland High is now making plans to offer mini-courses to members of its communities. A survey is being taken to establish what kinds of courses should be offered and at what time. The advisory council was utilized in preparing an elaborate list of possibilities for the community to choose from. Provisions were made on the survey instrument for people to include other courses not mentioned on the list.

As evidence of the involvement of Cumberland Unit District #77 faculty and students in career education; the following list of activities of the past two years must be considered. (See also figure 4)

1. One hundred percent of all K-12 teachers have received at least four hours of career education inservice training.

CAREER EDUCATION IMPLEMENTATION CATEGORIES

as identified by Kenneth Hoyt in the "Introduction to Career Education a Policy Paper of the United States Office of Education."

Key: X - Cumberland has met or exceeded criterion in that category
** - Cumberland has not met criterion, but has had a significant level of activity*
C.E. - Career Education
H.S. - High School

	CUD #77 LEVEL OF ACHIEVEMENT	CRITERION	
1. K-12 teachers received 4 hours inservice in Career Education	100%	80%	CATEGORY 1
2. K-12 counselors received 4 hours inservice in Career Education	100%	80%	
3. K-12 teachers involved in 1 Career Education activity	63%	10%	
4. Community resource persons participated in 10 occasions	X	X	
5. All elementary students participated in 2 field trips	46%	10%	
6. Elementary student's parents participated in school C.E. program	6%	5%	
7. School board officially endorsed Career Education as a priority	X	X	
1. School has met all criteria in category 1	X	X	CATEGORY 2
2. K-5 teachers involved in 3 Career Education activities	46%-2act.	*	
3. 6-8 teachers involved in 1 Career Education activity	59%	10%	
4. All elementary students participated in 2 field trips	46%	25%	
5. Elementary student's parents participated in school's C.E. program	6%	20%	
6. All Jr. High students participated in 4 field trips	10%	10%	
7. Evaluation system of Career Education in Elementary school	X	X	
8. Career Education Coordinating Council established	X	X	
1. School has met all criteria in category 2	7 of 8	*	CATEGORY 3
2. 50%elem., 25% jr high,10% H.S. teachers had 5 C.E. activities	*	*	
3. Resource person utilized once in 25% Jr. High classrooms	X	X	
4. Elementary student's parents involved in C.E. activities	6%	75%	
5. Jr. High students participated in 1 hands on experience	45%	50%	
6. Evidence of effect of Career Education on elementary level	X	X	
7. Evaluation system of Career Education in Jr. High School	X	X	
8. Program to reduce race-sex bias in job decisions	X	X	
9. 5 kinds of vocational education programs in High School	5	X	

1.	School has met all criteria in category 3	5 of 9	*	CATEGORY 4
2.	75% elem.,50% Jr. H; & 25% H.S. teachers had five C.E. activities	*	*	
3.	Jr. High students partcipated in 2 hands on experience	75%	75%	
4.	High School students had 1 semester work experience	10%	50%	
5.	High School students counseled in Career Education	100%	80%	
6.	Positive evidence of effective Career Education in Jr. High	X	X	
7.	Full time coordinator employed	X	X	
1.	School has met all criteria in category 4	4 of 7	*	CATEGORY 5
2.	75% elem. and Jr. High & 50% H.S. teachers had 5 C.E. activities	*	*	
3.	Resource persons utilized twice in 50% of the classes	28.6%	50%	
4.	H.S. students participated in a work experience program (1 semester)	10%	75%	
5.	Further educ. placement assistance available for all school leavers	X	X	
6.	75% parent involvement in C.E. at home; 50% involved in supervision	*	*	
1.	School has met all criteria in category 5	1 of 6	*	CATEGORY 6
2.	Effectiveness of C.E. in senior H.S. obtained & available	X	X	
3.	Special Education students in Career Education activities	100%	80%	
4.	Students from low income families enrolled in special C.E. activites	100%	80%	
5.	H.S. gifted students in Career Education activities	25%	50%	
6.	Follow-up data collected of 50% of students who left past 12 months	18.9%	50%	
1.	School has met all criteria in category 6	3 of 6	*	CATEGORY 7
2.	Elementary students engaged in Career Education activities	100%	100%	
3.	Jr. High students engaged in "hands-on" Career Exploration Program	75%	100%	
4.	Sr. H.S. students given opportunity to be in 1 yr. work exp. program	100%	100%	
5.	Sr. H.S. students given opp. to participate in career decision making	100%	100%	
6.	Positive evidence of C.E. in Sr. H.S. level obtained & available	X	X	
1.	School has met all criteria in category 7	4 of 6	X	CATEGORY 8
2.	Flexible scheduling combines classroom & work exp. for H.S. stu.	X	X	
3.	Performance evaluation prime determinant for H.S. graduation	X	X	
4.	School operating on "year round school" concept	NO	*	
5.	Programmatic procedures (2 ,3,4 above) based on positive results	X	X	

Figure 4

2. Fifty percent of the staff has participated in one university credit career education workshop.
3. Eleven percent of the staff has participated in two universtiy credit career education workshop.
4. Twenty-one percent of the staff has developed sixteen career education units of instruction through mini-grant funding.
5. One hundred percent of the counseling and guidance personnel have received four hours of inservice credit.
6. Sixty-three percent of the K-12 teachers have carried out at least one career education activity.
7. Sixty-two percent of all K-8 teachers have devised and carried out one career education activity.
8. Fifty-nine percent of the middle/junior high school teachers have devised and carried out one career education activity.
9. Forty-six percent of the elementary (1-5) teachers have devised and carried out two career education activities.
10. Eighty-seven percent of the K-12 students have participated in one career education field trip, while thirty-nine percent have participated in two, two percent in three and zero percent in four.
11. Ninety-six percent of the elementary students (K-5) have participated in one career education field trip, while forty-six percent have participated in two, and ten percent in three and five percent in four.
12. Forty-six percent of the junior high students have participated in one field trip , thirteen percent in two, ten percent in three and ten percent in four. All of these field trips were in the academic areas.
13. Seventy percent of the vocational teachers in the high school have provided one career education field trip, fifty percent have provided two, forty percent have provided three and twenty percent have provided four. Thirty-three percent of the academic teachers in the high school have provided one career education field trip, twenty-six percent have provided two, six percent have provided three and zero percent have provided four.
14. Twenty-eight resource persons have visited and participated as speakers at the school.
15. Six percent of the parents of all K-12 students have actively participated in career education activities.

16. The Cumberland Unit District #77 school board has officially endorsed Career Education by authorizing a board motion for a grant to fund the CIOEDC project.

17. A systematic evaluation of the effectiveness of career education has been made by a third party evaluator and results of that evaluation are available.

18. A Career Education Coordinating or Advisory Council has been established.

19. A work program for the emotionally handicapped students has been established.

20. The Cumberland Unit schools was a field testing site for the following:
    a. Project TOUCH - Minneapolis
    b. Agribusiness Curriculum - Ohio State University
    c. Job Survival Skills - University of Illinois
    d. Attitude Survey - University of Illinois
    e. Bread and Butterflies Inservice Materials - National Instructional Television

21. Cumberland Unit District #77 has provided an Illinois Occupational Curriculum project workshop for the area's school administrators.

22. The CIOEDC has provided three national conferences.

23. The CIOEDC has been responsible for the specific contact of seven thousand educators through mailings. A general populace of seven million has been served and informed through the news media.

(See Appendix B for K-8 program descriptions and Appendix C for 9-12 program descriptions)

LAKE LAND COLLEGE PROGRAM DEVELOPMENT

As a part of the CIOEDC project, Lake Land college, with 1,456 students, 48 teachers and 5 counselors, developed a comprehensive Follow-up Study of all entering students and participated in the implementation of the "Cost Differential Analysis Project" as well as provided audio-visual consultant services.

The procedures and forms used for follow-up of Lake Land college students are included in Appendix E.

Lake Land College spent a considerable amount of time and effort to put the "Cost Differential Analysis Project" on its computer. Because of the minute breakdown of items, the program was eventually transferred to the Illinois DVTE Management Information System. Data was gathered for us on a trial run, but enough changes were made that the original data gathering system was dropped and a new system developed.

Appendix E contains the data collection forms and a description of the proposed Illinois Management Information System devised to provide a more transportable system of providing a cost analysis of vocational programs.

PROJECT MANAGEMENT

Occupational Career Education should provide the planned educational experiences that can enhance and mature the student's career development. These experiences can help the student to develop the philosophy that work has both value and meaning for the individual and society. Furthermore, the young adult needs to be prepared educationally for making wise career choices based on knowledge of his abilities, interests and needs, and the needs of society. A successful career education program should provide the student with a variety of occupational experiences, access to occupational information and opportunities to develop the skills required for the career of his choice.

In order to provide a comprehensive career education program, new vocational programs were selected from those previously developed and field-tested through projects funded by the Illinois Division of Vocational and Technical Education.

To assure the CIOEDC, Site B program planning decisions in the Cumberland School District #77 and Lake Land Community College would be most effective, administrative liaison personnel and instructional career task force members were appointed by the local district to work with a program coordinator in the planning, implementing and evaluating of the selected projects within the framework of a total educational program. The CIOEDC Task Force included: the Dean of Career Education at Lake Land Community College, the High School Principal and Vocational Director, the Assistant High School Principal and co-writer of the proposal for this project, the Assistant Principal of the Elementary and Junior High School, Elementary and Secondary Guidance Counselors, Secondary Department Chairperson, Librarians, Special Education teachers, and Primary, Intermediate and Junior High School classroom teachers.

Because the Cumberland District typifies a rural setting, most of the solutions applied to our particular problems could be easily addressed to the special problems of any rural setting.

Staff involvement, was our chief concern in implementing career education activities. Without the commitment of a dedicated staff, it is doubtful that any program will succeed. In order to insure the commitment we needed for our career education program, the staff had to be convinced of the value of developing the career education concepts. This involved the leadership of the administration, the career education task force and those few teachers who had already established career education as a priority in their educational programs. These people led the way in providing inservice training experiences for teachers using their own expertise and in many cases that of consultants. Once the staff was able to comprehend the scope of career education, the curriculum infusion process was ready to begin.

Even through the occupational and career education programs implemented at Cumberland were largely those originally sponsored by the Illinois Division of Vocational and Technical Education, the task of localizing and providing appropriate activities for each was the responsibility of the District. The identification, implementation and evaluation of career education curriculum materials is an on going process and one for which there is no permanent end. The task of maintaining staff involvement can be partially facilitated by involving the staff in curriculum development. Once again the necessity of inservice training became apparent. In Cumberland's particular case, the CIOEDC project director assumed a leadership role in career education curriculum development. (Once again the necessity of inservice training became apparent. In Cumberland's particular case, the CIOEDC project director assumed a leaderhip role in career education curriculum development.) In addition to providing sample curriculum materials, provisions were made for consultants who could bridge the gap between the theoretical implications of the curriculum and their practical applications. The director also made available an abundance of commercially prepared materials for staff perusal in developing their curriculum materials. The development of career education curriculum materials is an exercise in futility unless a conscious effort is made to infuse them into the established curriculum. We have addressed ourselves to this particular problem by providing examples of infused units and by providing individualized help in developing the specific units of instruction.

Maintaining staff involvement may present a problem even though a high priority is established for the career program. Continued revitalization of staff commitment will necessitate the institution of a program designed specifically for this purpose. At Cumberland this program has several entities. We have and will continue to involve staff members in initiating new programs. Periodic inservice training activities have been provided for which teachers were paid or received university credit applicable to the district's salary schedule.

Mini-grants have been made available to support the development of career education activities. Teacher's efforts are given wide publicity in an effort to gain recognition for those who have given time to further career education. Teachers are periodically asked to preview new materials related to career education and make recommendations for purchasing. They are also responsible for demonstrating to other educators the activities they have implemented. District guidance counselors and librarians are also instrumental in maintaining staff involvement. These people help to keep teachers informed of new materials in career education which are directly or indirectly related to their fields. They provide information for teachers concerning new related curriculum materials, career opportunities, occupational information and educational opportunities.

TECHNIQUES FOR REACHING OBJECTIVES

In recent years educators have been asked to devise ways by which they can show they reached their goals in abstract areas of teaching concepts or developing programs. One of the methods developed is that of writing the objectives in more concrete terms, expressing the outcomes expected, identifying activities used to meet the objectives and evaluating the level of success at meeting those goals.

In Appendix F, the Project Managment Objectives have been broken down to show each specific objective under the general objective and the expected specific student outcomes. Also listed are some of the activities used to reach the objectives and an evaluation statement regarding the level of objective obtainment within the two and one half years the CIOEDC project has been in existance.

It is important to note in Appendix F, the level of involvement by the Cumberland staff at the time the CIOEDC program was initiated and the level of involvement at its conclusion. Because of the commitment displayed by the staff this level should continue to increase.

Following the management objectives, activities and evaluation is the over all evaluation of the attainment of those objectives as recorded by the members of the Career Task Force. No data is available as to the pre-evaluation concensus before the implementation of the CIOEDC project.

D. RESULTS AND ACCOMPLISHMENTS

The main results and accomplishments of the planning phase were:

1. A Liaison Committee and Career Task Force were appointed to select the DVTE activities for implementation into Site B.
2. Dorothy Lawson was employed as the local director on February 15, 1974.
3. Site personnel presented an overview of the project to the instructional staff at Districts 77 and 517.
4. A press conference was held on March 23, 1974, to disseminate information about the project.
5. Workshops for the WECEP program, CVIS, CERL and Illinois Five Occupational Cluster Orientation programs were attended by the project director, Career Task Force members, and other administrative or instructional staff.
6. A career awareness inservice program was planned by the project director for the staff of the Cumberland School District.
7. Project staff met with Dr. Charles Joley, Center for Education Studies; Dr. R. Spaniol, Computer Services; and Mr. R. Bunten, CERL Project of Eastern Illinois University; to discuss the contract for the CVIS program.
8. Local administrative personnel met with Mr. Windhorst of the DVTE to develop a proposal for WECEP.
9. CIOEDC presentations were made to the project's third-party evaluator, the USOE Program Officer, the DVTE Occupational Consultant Unit, and Special Programs Unit by center personnel.
10. The staff developed a second phase proposal for the CIOEDC project. The proposal was submitted to the DVTE for approval for funding in FY'75.
11. Plans were made by the project director for the implementation of the Illinois Occupational Curriculum Project, the Three Phase System for Occupational Program Evaluation, the Systematic Approach to Follow-up of Vocational Graduates, and the Cost Differential Analysis Program in the K-14 center.
12. The instructional staff of the Cumberland Unit District developed career development learner objectives for the 1974-75 school year.
13. The staff reviewed a career education survey conducted by the CERL Project of fourth, eighth, and eleventh grade students in the school district.
14. The project director participated in a dissemination workshop for Agribusiness, Renewable Natural Resources and Environmental Protection, at the Ohio State University, Columbus, Ohio. The purpose of the workshop was to disseminate career awareness, exploration, and preparation curriculum guides for the cluster developed by the project director.

15. The staff participated with the third-party evaluator in developing an evaluation design for the project.

16. The project director participated in CERL workshop by giving a presentation on Career Education in Agribusiness on June 4, 1974.

17. The project staff conducted several meetings with the Career Task Force and Liaison Committee for impact into the project.

18. Districts 77 and 517 prepared One and Five Year Plans for Occupational Education. The plans were approved by the DVTE.

19. Local personnel prepared a DVTE Consumer and Homemaking proposal.

The main results and accomplishments of the implementation phase were:

1. An IOCP workshop was conducted for local and area administrators.

2. The project director served as a consultant to the Division of Career Education, Bureau of Occupational and Adult Education, Department of Health, Education, and Welfare, Office of Education, Washington, D.C. in June, 1974.

3. The project director assisted the Tadd Lock Associates, Incorporated of California, by pretesting a survey instrument for the evaluation of IDVTE consultant services and provided information regarding the development of the OCCUPAC project and a series of Career Education workshops for elementary educators on July 24, 1974.

4. Dr. Richard W. Lawson, Department of Library Science, Eastern Illinois University, was consulted concerning the procurement of print and non-print career education materials, selection policies and the preparation of a bibliography of Career Education materials.

5. Supplementary Career Education materials were ordered, received, reviewed and purchased according to guidelines developed by Dr. Lawson and Mrs. Thomas, Cumberland High School librarian.

6. Mr. Borgen, Mr. Davis and Dr. Nystrom provided inservice for staff members implementing IOCP and Cost Analysis Projects.

7. Lake Land AV director, Mr. Gary, was consulted regarding purchase, processing, and development of audio visual materials.

8. Mrs. Carol Sanders and staff of the Career Education Resource Laboratory was consulted concerning supplementary materials selection and utilization of CVIS project.

9. A display explaining the CIOEDC was exhibited at the education building at the Cumberland County Fair.

10. A presentation of the CIOEDC was presented to the Department Chairmen of Lake Land College.

11. Mr. Schickner, project manager, assisted in the overall project management.

12. Cumberland school administrators, assisted by Mr. John Sweeny of IDVTE special programs unit, developed implementation procedures for the WECEP Program.

13. The Career Task Force announced, awarded and helped develop mini-grants to infuse career education concepts into curricular activities.

14. The CIOEDC staff wrote, edited and printed four issues of a CIOEDC Newsletter for the purpose of intra-school communications concerning Career Education activities.

15. Presentations were given at each faculty meeting concerning CIOEDC progress and activities.

16. An annotated bibliography of Career Education supplementary materials in the local libraries was compiled and a copy given to each teacher.

17. The project director attended a USOE Region V, Part D project director's meeting.

18. The Career Task Force provided a presentation and on site visitation for interns, in Project IMPACT at Eastern Illinois University.

19. Mrs. Felstehausen provided consultant services for the staff involved in implementing the follow-up study of vocational graduates.

20. The Career Task Force devised a form on which teachers will record their Career Education activities.

21. Mr. Rogers and the project director provided special inservice activities for the high school vocational teachers.

22. The Career Task Force awarded twenty $75 mini-grants to teachers to develop occupational education activities for their classes.

23. The project director and guidance counselor accompanied groups on various occupational education field trips.

24. The project director assisted teachers as they developed their mini-grants.

25. The CIOEDC liaison personnel and project director met with the Vocational Advisory Council once a month.

26. The CIOEDC liasison personnel and project director met with the Career Task Force once a month.

27. The 4th, 5th, and 6th grade Language Arts teachers participated in the validation of an occupational attitude instrument for Mrs. Schickner, EPDA student in Vocational Education at the University of Illinois.

28. Members of the Career Task Force attended an open house held at the Career Education Resource Laboratory, Eastern Illinois University.

29. Presentations on various aspects of occupational education and progress reports of the CIOEDC were given at the general faculty meetings.

30. Input was provided from the CIOEDC into the One and Five Year Plan.

31. News items were prepared for the local newspapers.

32. Descriptions of various programs were submitted to the USOE office of Career Education.

33. Members of the CIOEDC staff worked with Dr. Fred McCormick, 3rd party evaluator; Mr. Elmer Schick, USOE Program Officer; and Mr. Schickner, project coordinator to plan for project evaluation.

34. Arrangements were made with Department of Vocational and Technical Education to develop a Career Education Workshop for High School vocational teachers.

35. A proposal was submitted to the USOE office of Career Education for the development of Career Education Materials and Activities for the Handicapped.

36. The CIOEDC staff was involved in the Illinois Office of Education evaluation of the Cumberland School District.

37. A survey form was developed and used for local follow-up of high school graduates.

38. A slide presentation was prepared illustrating CIOEDC career education activities.

39. The CIOEDC was presented for evaluation to Mr. Elmer Schick, Mr. Darryl Nichols and Mr. Homer Edwards of the USOE Region V office in Chicago.

40. Teachers and administrators of the Mansfield, Lincoln, and Marshall schools and members of the CERL Project and IMPACT project visited the CIOEDC.

41. Interviews of various staff members concerning the CIOEDC and various activities were broadcast over three radio stations.

42. Progress reports were prepared and given to the DVTE occupational consultants and internal advisory board.

43. Dr. Marla Peterson was guest consultant at a workshop given for elementary teachers concerning the use of OCCUPACs and the ETC curriculum guide.

44. The Greenup and Toledo village officers worked with the CIOEDC staff to develop a community brochure to be disseminated through the CIOEDC.

45. Plans were made for the CIOEDC conference days and responsibilities assigned.

46. The new elementary and junior high school assistant principal was given an orientation to the project and his responsibilities within the project.

47. Plans were discussed and finalized with Dean Cole of Lake Land as to his responsibilities during the conference days.

48. The project director assisted in photographing career education activities.

49. A meeting was held with Mr. Cole of Lake Land, and Mr. Yeager and Mr. Schickner of DVTE to discuss changes in computers for the Cost Analysis study.

50. The IMPACT interns and the junior high school guidance counselor provided a career exploration program for 8th graders.

51. Dr. Fred McCormick, 3rd party evaluator was provided time to interview principals, teachers, and students as part of his evaluation.

52. A presentation on the progress of the CIOEDC was given to the Greenup Kiwanis.

53. Staff members attended workshops in Springfield for cooperative education coordinators and three received Cooperative Education Teacher's certificates.

54. The Cumberland School District Vocational Advisory Council visited Cumberland School District's classrooms to see career education in action.

55. Staff members attended a workshop in Olney for orientation to a Handbook for Career Education Counselors.

56. The project director, the elementary and junior high school principals and two Language Arts teachers met together to develop a career exploration elective class to be implemented next fall.

57. The WECEP coordinator and students provided an ice cream social to show appreciation to their employers.

58. Mrs. Hill, consultant for the Consumer and Homemaking Program worked with Mrs. Shadley, the local instructor to develop demonstration plans.

59. Mr. John Sweeny of DVTE; Mrs. Full, WECEP coordinator; and the CIOEDC project director met to develop materials to be handed out to interested instructors.

60. Dr. McCormick, Third Party Evaluator, developed with the Task Force strategies for project evaluation.

61. Dr. McCormick conducted interviews with students, teachers, and WECEP employers.

62. Four staff members attended the IVA in Springfield.

63. Mrs. Hill, Special Education; Mr. Nicholson, Ass't Elementary and Junior High Principal; and the project director attended a Career Education workshop for the dissemination of Career Development for Children Project Materials developed by Dr. Larry Bailey of Southern Illinois University.

64. A Career Education workshop was begun by Dr. Lloyd Phipps of the department of Vocatioanl Education at the University of Illinois.

65. Two EPDA students from project IMPACT, Eastern Illinois University, served as interns at the CIOEDC.

66. A program was planned for an on site evaluation by Mr. Homer Edwards of the USOE Region V office, Chicago, Illinois.

67. Mr. Rogers, High School principal; Mr. Homer Edwards; Mr. Tom Boldrey of Site A; Dr. Fred Mohrenweiser, third party evaluator Mr. Charles Schickner, Project Manager; Dr. Marlo Slater and Mrs. Charlotte of the University of Illinois participated in an evaluation of CIOEDC sites A & B Phase II activities and made recommendations for Phase III.

68. The WECEP coordinator was assisted in compiling reports for special programs.

69. Information was given to the Vocational Education Director for his yearly reports submitted to DVTE.

70. A proposal for Phase III was written and submitted for the demonstration activities to be conducted during the 1975-76 school year.

71. Three quarterly reports and one final report and four reimbursement claims were written and submitted to DVTE.

The main results and accomplishments of Phase III were.

1. The local communities worked with the CIOEDC staff and provided additional funds for the development and production of a community brochure.
2. Members of the Cumberland faculty were requested to give presentations on various aspects of the CIOEDC at educators conferences, graduate classes and community organizations.
3. A mini-CIOEDC conference was given to the Cumberland faculty, making the staff aware of all activities implemented into the school district.
4. Fifty percent of the Cumberland Unit District staff were involved in sharing their career education activities with participants at the CIOEDC conferences.
5. Three national CIOEDC conferences were held. The fourth conference had to be cancelled due to a severe ice storm. Dr. Larry Bailey, Dr. Marla Peterson, Dr. Rupert Evans and Dr. Ronald McCage were the featured speakers at the CIOEDC conferences.
6. The CIOEDC project was featured twice on channel 2, WTWO, Terre Haute, Indiana.
7. The Casey Dailey Reporter Newspaper, featured a three part series on the CIOEDC project.
8. The project director prepared a summary of the conferences and the career education activities implemented.
9. The project director coordinated students and teachers with a University of Illinois project in order to film segments of Career Education at site B.
10. The administrators of the Cumberland Unit School District have been asked by the Illinois Principals Association to present a panel discussion on the "Implementation of a Career Education Program" at the state convention, October, 1976.
11. Mr. Schickner, DVTE project monitor, assisted in the development of all materials prepared for conference dissemination and assisted in coordinating DVTE staff with the CIOEDC presentations.
12. A special CIOEDC presentation was made at the AVA convention, Anaheim, California.
13. Three quarterly, one final report and four reimbursement claims were prepared and submitted.

E. EVALUATION

To be completed by the third party evaluator, Educational Management Services, Inc.

F. CONCLUSIONS AND RECOMMENDATIONS

1. Information on the CIOEDC Project was disseminated through mailing 5,000 brochures; articles and programs in newspapers and on radio and T.V.; presentations at graduate classes, various conferences and workshops, other than CIOEDC conferences; and packets of CIOEDC program description materials.
2. Over 50% of the Cumberland staff and 5% of the members of Lake Land College staff were actively involved in giving presentations at the CIOEDC conferences. Because Lake Land selected to implement only three programs and one of which was dropped, and two were purely administrative, they required less staff involvement.
3. The Site B faculities became more aware of the articulation of activities between and among the various subject areas and through the grade levels.
4. A significant number of career education activities were generated in the school district. The increasing number of participants incorporating field trips, classroom speakers and career development concepts with subject matter concepts indicate teacher and community interest in student career development.
5. A significant amount of community interest has been generated about project activities through the news media and presentations to concerned groups of individuals. As a result, many persons have indicated a willingness to participate in the career education programs.
6. The CIOEDC project strenghten the communication link between Cumberland Unit District #77 and Lake Land and the communities they serve.
7. Due to the financial crisis for travel and released time, educators in small schools may have to rely on printed materials rather than on-site visitations. Therefore it is recommended that more funds be allocated to develop a printed handbook of the CIOEDC project which will aid those planning committees during their planning and implmentation activities.
8. Approximately 500 people were in direct contact with the CIOEDC project, demonstrating that the center did accomplish its goals of implementation and demonstration.

Dorothy M. Lawson

Signature of Project Director

June 30, 1976

Date

APPENDIX A

CIOEDC DISSEMINATION
&
CONFERENCE DATA

DISSEMINATION ACTIVITIES

Sent brochures to the following groups of people:

1. Chief state school administrators
2. United States and Illinois senators and representatives
3. Directors of Curriculum Centers
4. Participants in the Office of Career Education 1974 mini-conference
5. State personnel development coordinators for vocational education
6. State contact persons for Career Education
7. Project directors for exemplary vocational education programs
8. University Occupational Education coordinators
9. Part D Federal Project Directors
10. Curriculum liaison representatives
11. Regional curriculum, management center directors
12. Vocational directors in Illinois
13. Junior colleges in Illinois
14. USOE officials
15. Illinois University Occupational Education coordinators
16. EPDA state personnel development coordinators
17. Staff members of Cumberland Unit District #77
18. Local newspapers and radio stations
19. Cumberland Unit District #77 school board members
20. Guidance Counselors
21. Illinois Regional Vocational Education Directors
22. IDAVTE consultants

Information on the CIOEDC was publicized by:

1. Greenup, Toledo, Casey, Effingham, Charleston & Mattoon newspapers
2. CERL newletter
3. Radio audiences of WKZI-A.M., WCRA-A.M. and WEIC-A.M.
4. CIOEDC brochure
5. Quad County News and Reviews
6. Cumberland Hi-Lites
7. CIOEDC Newsletters
8. Norris Electric News
9. WTWO television station
10. Illinois Education Newsletter
11. DVTE Statewide News

Information of the CIOEDC was given to the following groups:

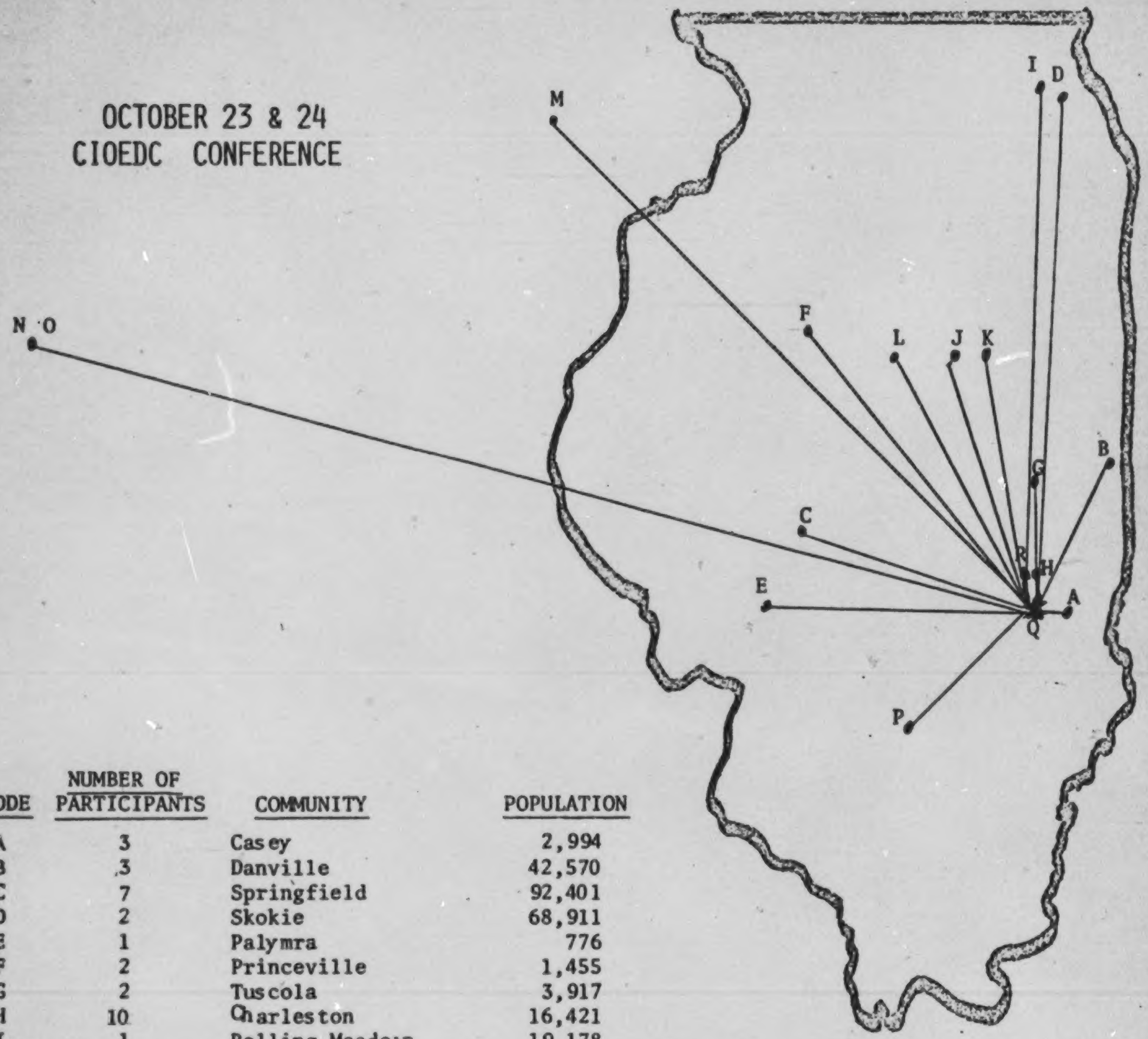
1. IDVTE consultants and advisory board
2. CIOEDC conference participants
3. CERL staff members
4. National Coordinating Conference of Administrators of Part D and Part C Projects and Programs, Dallas, Texas
5. Cumberland Unit District #77 board members
6. Cumberland Unit District #77 faculty
7. Career Education mini-conference conducted by the Office of Career Education, Washington, D.C.
8. Greenup Kiwanis Club
9. Cumberland Vocational Advisory Council
10. Staff and interns of Project IMPACT
11. Illinois Principal Association, Chicago, Illinois
12. AVA Convention, Anaheim, California
13. Region V USOE Officials
14. Cumberland PTO
15. Lake Land's instructional Staff
16. Eastern Illinois University's graduate students

COMMUNITIES SERVED BY THE CIOEDC PROJECT

Arlington Heights, Illinois
Ashkum, Illinois
Carmi, Illinois
Casey, Illinois
Charleston, Illinois
Chenoa, Illinois
Clifton, Illinois
Collinsville, Illinois
Danville, Illinois
DeKalb, Illinois
El Paso, Illinois
Fairbury, Illinois
Fairfield, Illinois
Forest Park, Illinois
Golconda, Illinois
Greenup, Illinois
Joliet, Illinois
Kankakee, Illinois
Lawrenceville, Illinois
Lincoln, Illinois
Mahomet, Illinois
Malta, Illinois
Mansfield, Illinois
Marshall, Illinois
Martinsville, Illinois
Mattoon, Illinois
Morris, Illinois
Mounds, Illinois
Mt. Vernon, Illinois
Normal, Illinois
Oglesby, Illinois
Palos Hills, Illinois
Palymra, Illinois
Peoria, Illinois
Port Bryon, Illinois
Princeville, Illinois
Red Bud, Illinois
Rock Falls, Illinois
Rolling Meadows, Illinois
Salem, Illinois
Skokie, Illinois
Sparta, Illinois
Springfield,Illinois
Stewardson, Illinois
Toledo, Illinois
Tuscola,Illinois
Urbana, Illinois
Yates City, Illinois
Edwardsville, Illinois
Cahokia, Illinois

Anchorage, Alaska
Civic Square A.C.T. Australia
Palo Alto, California
Southington, Colorado
Bradenton, Florida
Tallahassee, Florida
Boise, Idaho
Ankeny, Iowa
Elkhart, Indiana
Bangor, Maine
Salisbury, Maryland
Dearborn Heights, Michigan
Missoula, Montana
Carmel, New York
Gerlack, Nevada
Meadville, Pennsylvania
Nacogdoches, Texas
Honolulu, Hawaii
Corning, New York
Southington, Conneticut
New Market, New Hampshire
Carmel, New York
Jonesboro, Arkansas

OCTOBER 23 & 24
CIOEDC CONFERENCE



CODE	NUMBER OF PARTICIPANTS	COMMUNITY	POPULATION
A	3	Casey	2,994
B	3	Danville	42,570
C	7	Springfield	92,401
D	2	Skokie	68,911
E	1	Palymra	776
F	2	Princeville	1,455
G	2	Tuscola	3,917
H	10	Charleston	16,421
I	1	Rolling Meadows	19,178
J	1	Chenoa	1,860
K	2	Fairbury	3,359
L	1	El Paso	2,291
M	2	Ankeny, Iowa	2,964
N	1	Gerlack, Nevada	170
O	1	Reno, Nevada	60,000
P	1	Salem	6,187
Q	5	Greenup	1,618
R	2	Mattoon	19,681
TOTAL	47		

9 counselors
8 career education interns (EIU)
7 career education coordinators
7 vocatioanl program directors
1 EMH teacher
2 elementary teachers
1 business teacher
1 language arts teacher
1 library science instructor
1 unknown
4 school board members
4 DVTE consultants
1 nurse
47 TOTAL

CIOEDC CONFERENCE

First Day
Thursday October 23, 1975

8:30 - 9:00 Registration-Greenup Muncipal Building

9:00 - 10:00 Introduction and Welcome to CIOEDC-Mr. Full
1. Welcome to Cumberland-Dr. Garner
2. Welcome to Lake Land-Dr. Webb
3. Welcome from IDVTE-Dr. McCage
4. Overview of CIOEDC-Mr. Schickner & Mrs. Lawson

10:00 - 10:15 Coffee Break

10:15 - 10:45 Overview of Elementary & Jr. High School Programs-Mr. Nicholson (2 sessions 10:15-11:00 and 11:00-11:45)
1. ABLE, OCCUPAC, and VIP (K-5)
2. ABLE, OCCUPAC, and VIP (6-8)
3. Career Guidance and Counseling (K-8)
4. VIP - video tapes
5. Career Development for the K-8 Special Education Student
6. Developing Career Education Resource Centers

11:45 - 1:15 Lunch

1:15 - 2:45 Overview of High School Programs-Mr. Full (2 sessions 1:15-2:00 and 2:00-2:45)
1. WECEP
2. Consumer & Homemaking
3. Career Development for the High School Special Education Student
4. VIP - video tapes
5. Career Education films
6. Career Information - CVIS & CERL - Mr. Waldrip

2:45 - 3:00 Coffee Break

3:00 - 4:00 Overview of Management Programs (1 session)-Mr. Rogers & Mr. Cole
1. Cost Analysis of Vocational Programs
2. 3rd Party Evaluations
3. High School - Follow-up, IOCP & 3 Phase Evaluation
4. VIP - video tapes
5. Career Education films
6. Community College - IOCP, Follow-up, & Articulation between High School & College

EVENING SESSION

Sheraton Inn, Mattoon, Illinois, S. Route 45 & I-57

6:00 - 7:00 Get Acquainted Hour

7:00 - 8:00 Dinner

8:00 Guest Speaker - Dr. Larry Bailey

SECOND DAY

Friday October 24, 1975
Special Classroom Demonstrations

Elementary and Jr. High School - See Special Schedule

High School - See Special Schedule

Lake Land College - Tours begin in Administration Building lobby at 8:30 A.M., 10:30 A.M. and 1:30 A.M.

SCHEDULE OF CLASSROOM VISITATIONS

K - 8

Primary "D" Wing

Room	Time	Teacher	Demonstration
K-1	9:30-10:30	Marilyn Johnson	The Barber
K-2	9:30-10:30	Pat Yow	The Barber
201	1:00- 2:00	Louise Jones	Hard Hats Erect Road Signs
202	2:00- 3:00	Eleanor Glosser	Career Education Using Math
104	9:00- 3:00	Beverly Kuhn	Material Display

Intermediate "C" Wing

Room	Time	Teacher	Demonstration
401	8:20-11:35	Margaret Garner	Pest Control
401	12:15- 3:20	Margaret Garner	Bee Keeper
503	12:15- 3:20	Olive Wilson	Plant Grower

Junior High "E" Wing

Room	Time	Teacher	Demonstration
601	9:10- 9:50	David Gilley	Magazine
602	2:40- 3:20	Bob Blade	Career Education Class
603	2:40- 3:20	Gayle Carrell	Career Education Class
702	9:15-10:40	Susan James	Guidance

Gymnasium "B" Wing

Room	Time	Teacher	Demonstration
Art	Open	Nancy Lasher	Art Careers

Cafeteria "A" Wing

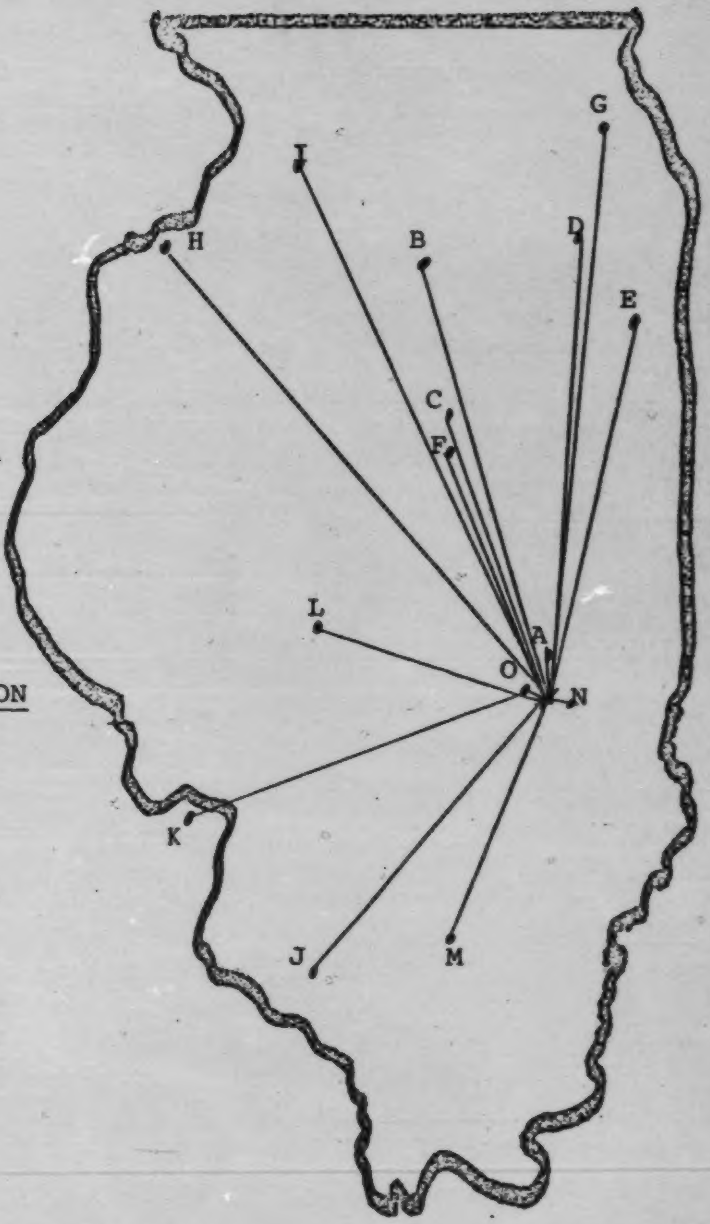
Room	Time	Teacher	Demonstration
Library	Open	Chalis Patton	Career Resource Laboratory
Spec. Educ.	Open	Ester Hill	Crafts
Cafe.	Open		Coffee

SCHEDULE OF CLASSROOM VISITATIONS

9 - 12

Room	Time	Teacher	Subject
Stage	8:20- 9:15	Phyllis Sowers	Health Occupations
10	8:20- 9:15	Sharon Full	WECEP
6	8:20-10:16	Joanne Chacon	Spanish
GL.	10:15-11:11	Holly Glosser	Theater
I.A.	12:42- 1:37	George Reisiner	Drafting
12	2:35- 3:33	Eleanor Shadley	Child Care Occupations
1	2:35- 3:33	Susan James	Art Careers
Business	All Day	Carolyn Barbour	Business
Gym	All Day	Gene Throneburgh	P.E.
Spec. Ed.	All Day	Deana Pease	Special Education
Library	All Day	Anita Thomas	Career Information Resource Lab
Guid.	All Day	Bill Waldrip	Guidance & CVIS
Cafe.	All Day		Coffee

FEBRUARY 11 & 12
CIOEDC CONFERENCE



CODE	NUMBER OF PARTICIPANTS	COMMUNITY	POPULATION
	8	Charleston	16,421
	1	Oglesby	4,175
C	1	El Paso	2,291
D	1	Joliet	78,887
	1	Kankakee	30,944
	1	Normal	26,396
G	1	Palos Hills	9,778
	2	Port Bryon	1,222
	1	Rock Falls	10,287
J	1	Sparta	4,307
	1	St.Louis, Mo.	720,000
	4	Springfield	92,401
M	2	Mt. Vernon	16,382
N	4	Greenup	1,618
	3	Toledo	1,068
TOTAL	32		

5 counselors
4 career education interns (EIU)
4 project directors
1 dean of industrial arts
1 adult center director
1 technical devision manager
1 principal
1 superintendent
1 home economics teacher
1 business teacher
1 elementary teacher
1 library science instructor
5 school board members (CUD #77)
1 school board member (Lake Land)
4 DVTE consultants

CIOEDC CONFERENCE

First Day

Thursday February 5, 1976

8:30- 9:00 Registration - Greenup Muncipal Building

9:00-10:00 Introduction and Welcome to CIOEDC - Mr. Full
1. Welcome to Cumberland - Dr. Garner
2. Welcome to Lake Land - Dr. Webb
3. Welcome from IDVTE - Dr. McCage
4. Overview of CIOEDC - Mrs. Lawson

Coffee Break

10:10-11:45 Overview of Presentations - Mr. Nicholson
(2 sessions 10:15-11:00 and 11:00-11:45)
1. ABLE, OCCUPAC and VIP (K-5) - Mrs. Chancellor, Mrs. Glosser and Mrs. Kuhn
2. ABLE, OCCUPAC and VIP (6-8) - Mr. Blade
3. VIP - Video tapes
4. Career Education Resource Centers - Mrs. Thomas & Mrs. Patton
5. Career Guidance and Counseling (K-8) - Mrs. James
6. Career Education Films

11:45- 1:10 *Lunch*

1:10- 2:45 Overview of Presentations - Mr. Full
(2 sessions 1:15-2:00 and 2:00-2:45)
1. WECEP - Mrs. Full
2. Consumer and Homemaking - Mrs. Shadley
3. CIOEDC Project Implementation - Mr. Full, Mr. Nicholson, Mr. Cole Mr. Schickner and Mrs. Lawson
4. Career Guidance-CVIS & CERL (9-12)-Mr. Waldrip & Mrs. Sanders
5. Career Development for the Special Education Student (K-12)- Mrs. Pease and Mrs. Hill
6. Career Education Films

Coffee Break

3:00- 3:45 Overview of Presentations - Mr. Full (1 session)
1. Cost Analysis of Vocational Programs - Mr. Henry
2. Community College-IOCP, Follow-up, and articulation between High School and College - Mr. Cole
3. VIP - Video tapes
4. CIOEDC Project Evaluation - Dr. McCormick
5. High School - Follow-up, IOCP and 3 Phase Evaluation-Mr. Rogers
6. Career Education Films

EVENING SESSION

Sheraton Inn, Mattoon, Illinois, S. Route 45 & I-57

6:30- 7:00 Get Acquainted Hour

7:00- 8:00 *Dinner*

:00 Guest Speaker-Dr. Rupert Evans

Second Day Friday April 23, 1976 - Special Classroom Demonstrations

Elementary and Jr. High School - See Special Schedule

High School - See Special Schedule

Lake Land College-Tours begin in Administration Building lobby at 8:30 A.M., 10:30 A.M. and 1:30 P.M.

SCHEDULE OF CLASSROOM VISITATIONS

K-8

Primary "D" Wing

Room	Time	Name	Demonstration
Lobby	All Day	Patricia Yow	Display
Lobby	All Day	Marilyn Johnson	Display
K-3	All Day	Carole McFarland	Farming (Play "Little Red Hen"8:45-9:
104	Morning	Beverly Kuhn	The Dairy
201	All Day	Louise Jones	The Farm Advisor
101	All Day	Adeline Rogers	Display
203	All Day	Eleanor Glosser	"The Cumberland Mall"

Intermediate "C" Wing

Cafe.	1:45- 2:30	Olive Wilson	Machinery Dealer
303	1:30- 2:10	Alice Throneburg	Beef Farmer
403	All Day	Margaret Garner	Display
404	All Day	Rosalee Chancellor	Display
402	All Day	Janeice Allison	Display
504	All Day	Jill Bailey	Learning Center

Junior High "E" Wing

601	9:10- 9:50	David Gilley	"You Ain't Seen Nuttin Yet" (Magazine
602	10:00-10:40	Robert Blade	Career Education Class
603	10:00-10:40	Gayle Carrell	Career Education Class

Gymnasium "B" Wing

[illegible]	[illegible]	[illegible]	
Art	All Day	Nancy Lasher	Bulletin Board Display

Cafeteria "A" Wing

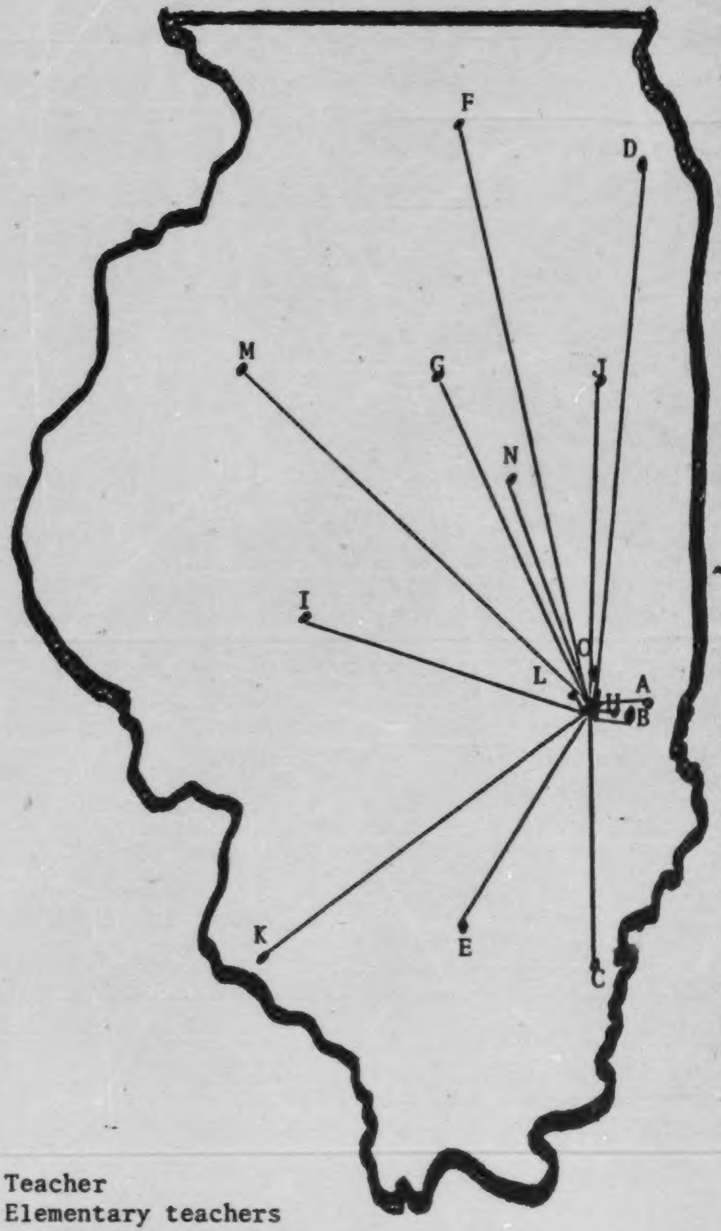
Library	All Day	Chalis Patton	Career Resource Laboratory
Spec. Educ.	All Day	Esther Hill	"Handicrafts" (special education)
Library	9:10:10:45	Susan James	Guidance
Cafe.	All Day		Coffee

SCHEDULE OF CLASSROOM VISITATIONS

9 - 12

Room	Time	Instructor	Subject
G[illegible].	8:20- 9:15	Phyllis Sowers	Health Occupations and Nurse's aide work at the Elementary School 10:00-3:30
10	8:20- 9:15	Sharon Full	WECEP
6	8:20- 9:15 & 11:15- 3:33	Joanne Chacon	Spanish
G[illegible].	10:15-11:11	Holly Glosser	Theater
[illegible]A.	12:42- 1:37	George Reisner	Drafting
12	10:10-11:11	Eleanor Shadley	Child Care Occupations
[illegible]	2:35- 3:33	Eleanor Shadley	Consumer & Homemaking Education
[illegible]	2:35- 3:33	Susan James	Art Careers (Display)
Business	All Day	Carolyn Barbour	Business
Gym	All Day	Gene Throneburg	P.E.
Spec. Ed.	All Day	Deanna Pease	Special Education
Library	All Day	Anita Thomas	Library
Guidance	All Day	Bill Waldrip	Guidance and CVIS
2	All Day	Linda Inman	Reading Lab
[illegible]	All Day		Coffee

MARCH CIOEDC CONFERENCE



ODE	NUMBER OF PARTICIPANTS	CITY	POPULATION
A	2	Marshall	3,468
B	1	Martinsville	1,374
C	1	Carmi	6,033
D	2	Forest Park	15,472
E	2	Mt. Vernon	16,382
F	1	Malta	961
G	1	El Paso	2,291
H	3	Greenup	1,618
I	4	Springfield	92,401
J	1	Ashkum	590
K	1	Red Bud	2,559
L	5	Toledo	1,068
M	1	Yates City	840
N	1	Mahomet	1,296
O	2	Charleston	16,421
	28		

1	Teacher
2	Elementary teachers
1	Intermediate teacher
1	Home Economics Teacher
1	Library Instructors
7	Counselors
1	Principal
1	Regional Director
3	DVTE
1	Vocational Director
5	Board Members
1	Vocational Advisory Committee Member
1	Student
1	Construction Worker
1	Housewife
28	

CIOEDC CONFERENCE

First Day

Thursday March 11, 1976

:30- 9:00 Registration - Greenup Muncipal Building

9:00-10:00 Introduction and Welcome to CIOEDC - Mr. Full

1. Welcome to Cumberland - Dr. Garner
2. Welcome to Lake Land - Dr. Webb
3. Welcome from IDVTE - Dr. McCage
4. Overview of CIOEDC - Mrs. Lawson

Coffee Break

10:10-11:45 Overview of Presentations - Mr. Nicholson
(2 sessions 10:15-11:00 and 11:00-11:45)

1. ABLE, OCCUPAC and VIP (K-5) - Mrs. Chancellor, Mrs. Glosser and Mrs. Kuhn
2. ABLE, OCCUPAC and VIP (6-8) - Mr. Blade
3. VIP - Video tapes
4. Career Education Resource Centers - Mrs. Thomas & Mrs. Patton
5. Career Guidance and Counseling (K-8) - Mrs. James
6. Career Education Films

11:45- 1:10 *Lunch*

:10- 2:45 Overview of Presentations - Mr. Full
(2 sessions 1:15-2:00 and 2:00-2:45)

1. WECEP - Mrs. Full
2. Consumer and Homemaking - Mrs. Shadley
3. CIOEDC Project Implementation - Mr. Full, Mr. Nicholson, Mr. Schickner and Mrs. Lawson
4. Career Guidance-CVIS & CERL (9-12)-Mr. Waldrip & Mrs. Sanders
5. Career Development for the Special Education Student (K-12)- Mrs. Pease and Mrs. Hill
6. Career Education Films

Coffee Break

:00- 3:45 Overview of Presentations - Mr. Full (1 session)

1. Cost Analysis of Vocational Programs - Mr. Henry
2. Community College-IOCP, Follow-up, and articulation between High School and College - Mr. Crites
3. VIP - Video tapes
4. CIOEDC Project Evaluation - Dr. McCormick
5. High School - Follow-up, IOCP and 3 Phase Evaluation-Mr. Rogers
6. Career Education Films

EVENING SESSION

Sheraton Inn, Mattoon, Illinois, S. Route 45 & I-57

:30- 7:00 Get Acquainted Hour

:00- 8:00 *Dinner*

8:00 Guest Speaker- Dr. Marla Peterson

econd Day Friday April 23, 1976 - Special Classroom Demonstrations

Elementary and Jr. High School - See Special Schedule

High School - See Special Schedule

Lake Land College-Tours begin in Administration Building lobby at 8:30 A.M., 10:30 A.M. and 1:30 P.M.

SCHEDULE OF CLASSROOM VISITATIONS
K-8

Primary "D" Wing

Room	Time	Name	Demonstration
Lobby	All Day	Patricia Yow	Display
Lobby	All Day	Marilyn Johnson	Display
Lobby	All Day	Carole McFarland	Display
Lobby	All Day	Adeline Rogers	Display
[illegible]	8:30- 9:15	Beverly Kuhn	Baker
301	1:00- 1:30	Louise Jones	The Farm Advisor
[illegible]	All Day	Eleanor Glosser	"The Cumberland Mall"

Intermediate "C" Wing

Room	Time	Name	Demonstration
Cafe.	1:45- 2:30	Olive Wilson	Machinery Dealer
504	All Day	Jill Bailey	Learning Center
4[illegible]3	All Day	Margaret Garner	Display
4[illegible]4	All Day	Rosalee Chancellor	Author (emphasis in the afternoon)
304	All Day	Tom Finley	Display
303	All Day	Alice Throneburg	Display
4[illegible]2	All Day	Janeice Allison	Display (learning center)

Junior High "E" Wing

Room	Time	Name	Demonstration
601	9:10- 9:50	David Gilley	"You Ain't Seen Nuttin Yet"(Magazine)
602	10:00-10:40	Robert Blade	Career Education Class
60[illegible]	10:00-10:40	Gayle Carrell	Career Education Class

Gymnasium "B" Wing

Room	Time	Name	Demonstration
Art	All Day	Nancy Lasher	Bulletin Board Display

Cafeteria "A" Wing

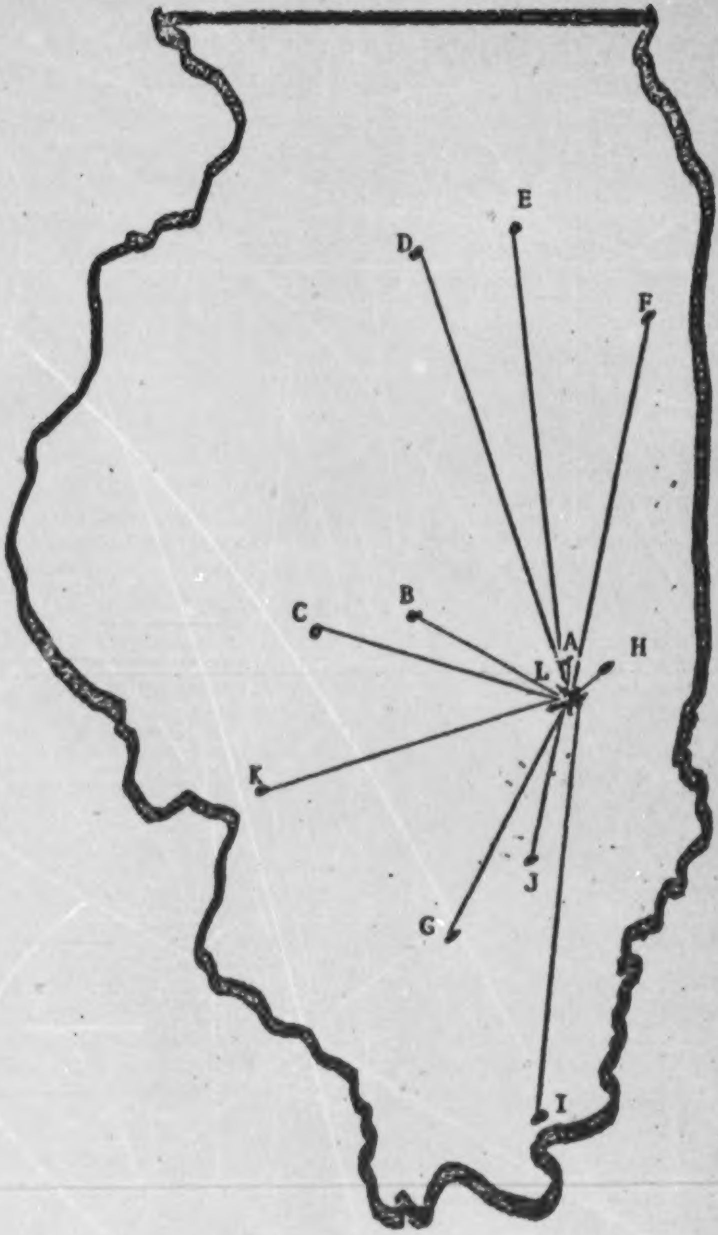
Room	Time	Name	Demonstration
Library	All Day	Chalis Patton	Career Resource Laboratory
Spec. Educ.	All Day	Esther Hill	"Handicrafts" (special education)
Library	9:10-10:45	Susan James	Guidance
Cafe.	All Day		Coffee

SCHEDULE OF CLASSROOM VISITATIONS

9 - 12

Room	Time	Instructor	Subject
GL.	8:20- 9:15	Phyllis Sowers	Health Occupations and Nurse's aide work at the Elementary School 10:00-3:30
[illegible]	8:20- 9:15	Sharon Full	WECEP
[illegible]	8:20- 9:15 & 11:15- 3:33	Joanne Chacon	Spanish
GL.	10:15-11:11	Holly Glosser	Theater
I.A.	12:42- 1:37	George Reisner	Drafting
[illegible]	10:10-11:11	Eleanor Shadley	Child Care Occupations
12	2:35- 3:33	Eleanor Shadley	Consumer & Homemaking Education
[illegible]	2:35- 3:33	Susan James	Art Careers (Display)
Business	All Day	Carolyn Barbour	Business
Gym	All Day	Gene Throneburg	P.E.
Spec. Ed.	All Day	Deanna Pease	Special Education
Library	All Day	Anita Thomas	Library
Guidance	All Day	Bill Waldrip	Guidance and CVIS
[illegible]	All Day	Linda Inman	Reading Lab
10	All Day		Coffee

APRIL CIOEDC CONFERENCE



CODE	NUMBER OF PARTICIPANTS	COMMUNITY	POPULATION
A	1	Charleston	16,421
B	1	Decatur	91,018
C	5	Springfield	92,401
D	1	Oglesby	4,175
E	1	Morris	8,435
F	1	Kankakee	30,944
G	1	Mt. Vernon	16,382
H	1	Martinsville	1,374
I	2	Golconda	922
J	1	Clay City	1,049
K	1	Collinsville	19,567
L	8	Toledo	1,068
	24		

1	CERL Project Associate
5	DVTE
1	Vocational Guidance Counselor
1	Regional Director
1	Technical Division Mgr.
1	Adult Center Director
1	Career Education Coordinator
1	Elementary teacher
2	Teachers
1	Business Teacher
1	Building Trades Teacher
8	CIOEDC Teachers
24	

CIOEDC CONFERENCE

First Day

Thursday April 22, 1976

8:30- 9:00 Registration - Greenup Muncipal Building

[illegible]:00-10:00 Introduction and Welcome to CIOEDC - Mr. Full
1. Welcome to Cumberland - Dr. Garner
2. Welcome to Lake Land - Dr. Webb
3. Welcome from IDVTE - Dr. McCage
4. Overview of CIOEDC - Mrs. Lawson

Coffee Break

1[illegible]:10-11:45 Overview of Presentations - Mr. Nicholson
(2 sessions 10:15-11:00 and 11:00-11:45)
1. ABLE, OCCUPAC and VIP (K-5) - Mrs. Chancellor, Mrs. Glosser and Mrs. Kuhn
2. ABLE, OCCUPAC and VIP (6-8) - Mr. Blade
3. VIP - Video tapes
4. Career Education Resource Centers - Mrs. Thomas & Mrs. Patton
5. Career Guidance and Counseling (K-8) - Mrs. James
6. Career Education Films

1[illegible]:45- 1:10 *Lunch*

1:10- 2:45 Overview of Presentations - Mr. Full
(2 sessions 1:15-2:00 and 2:00-2:45)
1. WECEP - Mrs. Full
2. Consumer and Homemaking - Mrs. Shadley
3. CIOEDC Project Implementation - Mr. Full, Mr. Nicholson, Mr. Schickner and Mrs. Lawson
4. Career Guidance-CVIS & CERL (9-12)-Mr. Waldrip & Mrs. Sanders
5. Career Development for the Special Education Student (K-12)- Mrs. Pease and Mrs. Hill
6. Career Education Films

Coffee Break

[illegible]:00- 3:45 Overview of Presentations - Mr. Full (1 session)
1. Cost Analysis of Vocational Programs - Mr. Henry
2. Community College-IOCP, Follow-up, and articulation between High School and College - Mr. Cole
3. VIP - Video tapes
4. CIOEDC Project Evaluation
5. High School - Follow-up, IOCP and 3 Phase Evaluation-Mr. Rogers
6. Career Education Films

EVENING SESSION

Sheraton Inn, Mattoon, Illinois, S. Route 45 & I-57

6:30- 7:00 Get Acquainted Hour

[illegible]:00- 8:00 *Dinner*

8:00 Guest Speaker-Dr. Ronald McCage

[illegible]econd Day Friday April 23, 1976 - Special Classroom Demonstrations

Elementary and Jr. High School - See Special Schedule

High School - See Special Schedule

Lake Land College-Tours begin in Administration Building lobby at 8:30 A.M., 10:30 A.M. and 1:30 P.M.

SCHEDULE OF CLASSROOM VISITATIONS

Primary "D" Wing

Room	Time	Name	Demonstration
Lobby	All Day	Patricia Yow	Display
Lobby	All Day	Marilyn Johnson	Display
101	8:30-10:00	Adeline Rogers	Carpenter
2[illegible]1	9:00-10:10	Louise Jones	Farm Advisor and Road Signs Display
203	All Day	Eleanor Glosser	"The Cumberland Mall"

Intermediate "C" Wing

Cafe.	1:45- 2:30	Olive Wilson	Shoe Store
404	All Day	Rosalee Chancellor	Author
403	All Day	Margaret Garner	Display
4[illegible]1	All Day	Javette Kemper	Display
402	All Day	Janeice Allison	Display
504	All Day	Jill Bailey	Learning Center

Junior High "E" Wing

602	10:00-10:40	Bob Blade	Career Education Class
603	10:00-10:40	Gayle Carrell	Career Education Class
6[illegible]1	9:10- 9:50	Dave Gilley	"You Ain't Seen Nuttin Yet" (Magazine)

Cafeteria "A" Wing

Library	All Day	Chalis Patton	Career Resource Laboratory
Spec.Ed.	All Day	Esther Hill	"Handicrafts" (special education)
Library	9:10-10:45	Susan James	Guidance
Cafe	All Day		Coffee

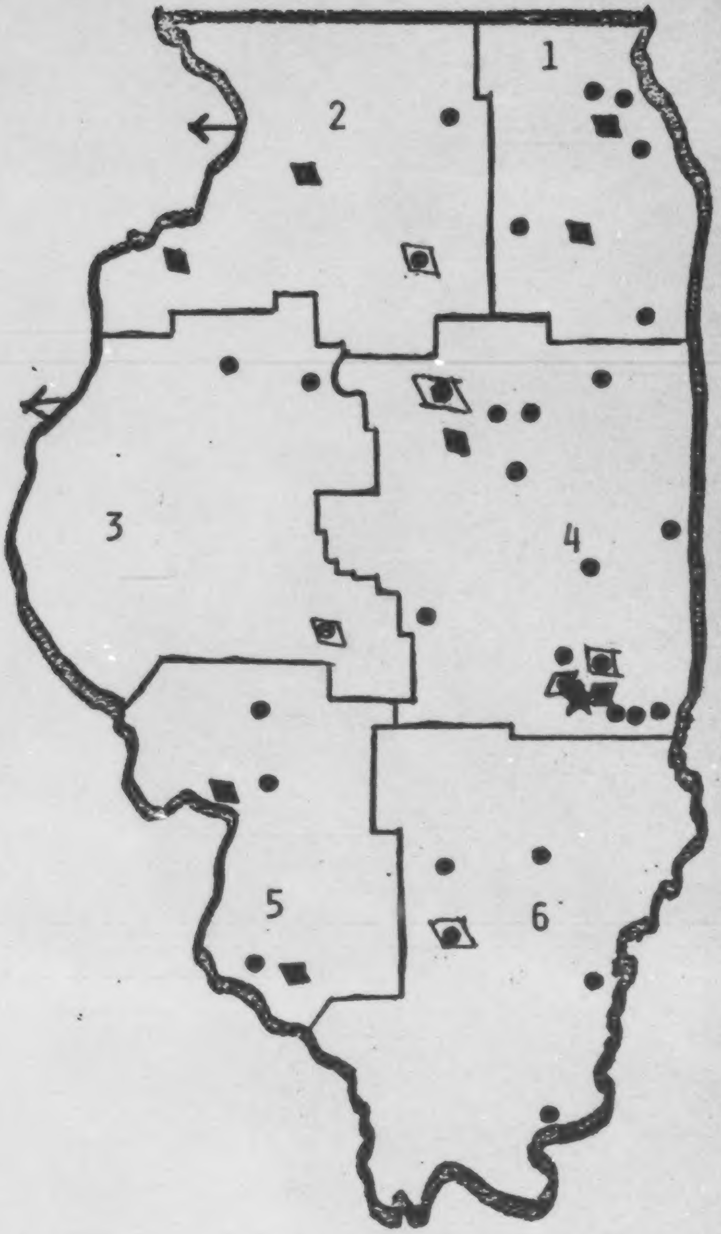
SCHEDULE OF CLASSROOM VISITATIONS

9 - 12

Room	Time	Instructor	Subject
GL.	8:20- 9:15	Phyllis Sowers	Health Occupations and Nurse's aide work at the Elementary School 10:00-3:30
1	8:20- 9:15	Sharon Full	WECEP
6	8:20- 9:15 & 11:15- 3:33	Joanne Chacon	Spanish
GL.	10:15-11:11	Holly Glosser	Theater
I.A.	12:42- 1:37	George Reisner	Drafting
1	10:10-11:11	Eleanor Shadley	Child Care Occupations
12	2:35- 3:33	Eleanor Shadley	Consumer & Homemaking Education
	2:35- 3:33	Susan James	Art Careers (Display)
Business	All Day	Carolyn Barbour	Business
Gym	All Day	Gene Throneburg	P.E.
Spec. Ed.	All Day	Deanna Pease	Special Education
Library	All Day	Anita Thomas	Library
Guidance	All Day	Bill Waldrip	Guidance and CVIS
3	All Day	Linda Inman	Reading Lab
10	All Day		Coffee

COMPOSITE CIOEDC MAP

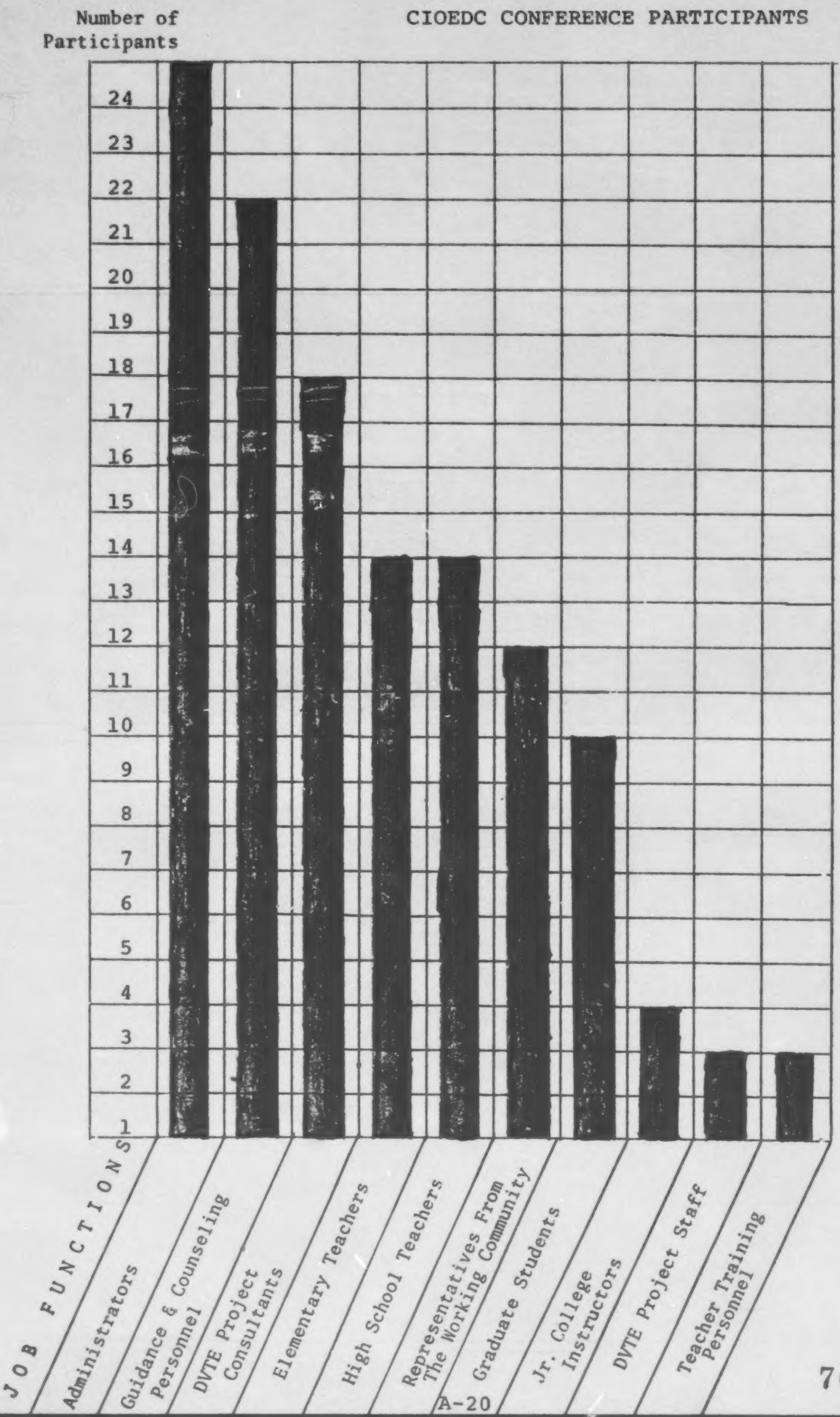
REGION	POPULATION	NUMBER OF PARTICIPANTS
1	7,041,265	10
2	976,513	6
3	886,074	23
4	816,528	73
5	765,228	5
6	492,314	9
	Out of State	4
		130 TOTAL



KEY

★ *CIOEDC Conference*
● *Communities Sending Participants to Conference*
▰ *Communities Sending Participants to cancelled February CIOEDC Conference*

CIOEDC CONFERENCE PARTICIPANTS



APPENDIX B

K-8 INSTRUCTIONAL PROGRAM

CAREER AWARENESS

For Grades K-8

COMPREHENSIVE ILLINOIS OCCUPATIONAL
EDUCATION DEMONSTRATION CENTER

Cumberland Unit District #77
R. R. #1, Toledo, Illinois 62468

Dental
Assistant

The OCCUPAC Project

An OCCUPAC is a package of multi-media materials which present career development activities at a level which can be comprehended by students in grades K-9. An OCCUPAC contains slides, tapes, describing people at work, equipment and material used in various occupations, decision making simulation activities, and props of all kinds from the real "World of Work."

Some classes were involved in making their own "OCCUPACs." Interviewing, taking pictures and securing tools and materials identified with a career and materials giving career information made this project a practical language experience as well as a "hands on career experience" for the developer or user.

OCCUPAC CONTENT SUMMARY

I. OVERVIEW

The overview of the OCCUPAC gives the DVTE job cluster and the title of the OCCUPAC. Here the job is introduced and explained briefly. A list of the activities is also provided along with a brief explanation of it. The description of the activity implicitly states an objective for the activity.

II. MATERIAL LIST

The material list enumerates the items in the OCCUPAC. Including the script of the tapes, the scene of each slide, an outline of the activities, and the tools provided for each activity.

III. ACTIVITIES

Each activity is designed to provide specific information about a specific career. The activities utilize slides, tapes, and hands on experiences using tools appropriate for the particular occupation. A list of materials that need to be supplied by the user of the OCCUPAC to perform the activity is provided. Vocabulary items germane to the subject are printed also.

VIP
Spring 1976

The Vocational Information Project

The Vocational Information Project (VIP) provides a vehicle for gathering information for elementary and high school students. The careers for which information is gathered are those in the local area served by the school district. Career information is recorded by students in a number of unique ways. Portable television equipment was purchased and students made video tapes of people at work in the various institutions and establishments in the local communities. The video tapes vary from 8 to 20 minutes in length. Playback of the video tapes is on ordinary classroom television monitors by means of small video tape recorders. Some groups of students used the instamatic camera and tape recorders for recording interviews. Two classes printed their information and provided copies for parents, staff and community. Most students found this means of communication exciting and challenging. Some students used other media such as instamatic and movie cameras and drawing skills to capture the local craftsman at his work.

PHOTOGRAPHS CAN HELP TELL THE STORY

To make the best use of your allotted film, and to prevent waste, pre-plan what photographs you think you want. Also keep in mind how you want to use the pictures.

Suggestions For Pictures to be Taken

1. Workers performing various duties
2. Interdependence of workers
3. The work setting
4. Tools, equipment, and special dress
5. Demonstrations by workers and/or students using skills on the job which they learned in school, ex. alphabetizing, helping others (customer service), using a map or writing letters
6. Students performing various duties as they role play workers

Suggestions For Using the Photographs

1. Make a poster using the pictures as illustrations
2. Write a book using the pictures as illustrations
3. Use as study cards to show story sequencing or creative writing
4. Develop a script which can be recorded on audio tape to accompany pictures
5. Bulletin board displays

Project ABLE (Authentic Basic Life-Centered Education)

The ABLE Model Program, a teacher oriented program, is a model program for the elementary school within which occupational information is gathered by children. Children come into direct contact with the active adults in creditable situations. Materials used include books, films, role playing, and interviewing procedures. This program helped classroom teachers integrate career development concepts within the basic content areas of the curriculum. The "person-in-the-occupation" is used as an organizing center for instructional activities--so the "world of work" comes through as Authentic, Basic, Life-Centered Education. By providing students with a tool for asking good questions and an opportunity to talk to people about living and the meaning of work, children learned not only what people do, but how they use skills developed in school and how they as workers describe their "World of Work."

INTERVIEWING

I. Preparing the Interview
  A. Define your problem (decide what you want to learn from the interview.)
  B. List your questions
  C. Select the person that you will interview
    1. Interview an expert
    2. Learn something about him, and the topic
  D. Make an appointment
    1. Telephone, mail or in person (the time should be convenient for the person that you are interviewing)
    2. State the subject of your interview
  E. Make your best appearance

II. Conducting the interview
  A. Open the interview
    1. Be prompt
    2. Remind the person of your name and purpose
    3. Thank person for his time
  B. Keep the interview moving
    1. Keep the person on the topic
    2. Take notes
    3. Pick up on ideas not preconsidered
  C. Sample questions to ask
    1. What is a definition of your actual job?
    2. Is any specific training needed for your job?
    3. Are there any educational requirements for your job?
    4. Are there any health or physical requirements?
    5. Is there an age requirement?
    6. Are you salaried, or are you paid contractually?
    7. What are your working hours?
    8. Are there any fringe benefits in addition to salary?
    9. Is there a seniority system where you work?
    10. What are the responsibilities of the workers?
    11. Is there a chance for improvement or advancement?
    12. Are there any unpaid extra duties?
    13. Did you take any classes in school which directly help you on your job?
    14. Do you have any advice for a person preparing for work in your field?
    15. Is the job limited to male or female, why?
    16. How do you feel about your job?
  D. Ending the Interview
    1. You started it; you stop it
      a. summarize the last remark
      b. review the main points
      c. varify statistics
    2. Thank the person for his time
    3. Send a thank you letter

INFUSING OCCUPATIONAL INFORMATION INTO FIELD TRIP EXPERIENCES

An educational field trip should be related to a segment of classroom study which provides the background for understanding and assemilating information garnered on a field trip. Field trips are taken to provide students with first hand concrete experiences to see products produced or services performed. Most field trip experiences include persons at work, thereby providing the setting to include occupational awareness. Just as students are prepared to obtain information about the product or service they should also be prepared to interview the workers to gain an understanding of the preparation, skills, and attitudes of the person involved in the service or production process. When setting up the field trip include time for children to interview various workers. It may be of help to send ahead some of the questions you and your students have prepared so that your interviewee can be prepared to answer questions he has not been asked to answer during past encounters with students from our classrooms. By planning with students what kinds of information they are to gather they will not only learn more about the products and services, but gain an awareness of the careers of the people who produce the product or provide the service. Inclusion of the Occupational Information dimension into a field trip experience will broaden the student's educational experiences which are providing the basis for career choices and attitudes toward the world around him.

Various means should be used to share the field trip experience with others, other than "writing up." If small groups go on the field trip then a more enthusiastic sharing with classmates on return to school may take place without teacher prodding, since half the fun of taking a trip and much of the assimilation of information comes from being able to tell others about the experience.

The use of local workers as resource persons can be a valuable source of world of work information. Use these workers to:

a. Emphasize requirements needed of workers in this occupation.
    1. Educational
    2. Physical
    3. Social
    4. Emotional

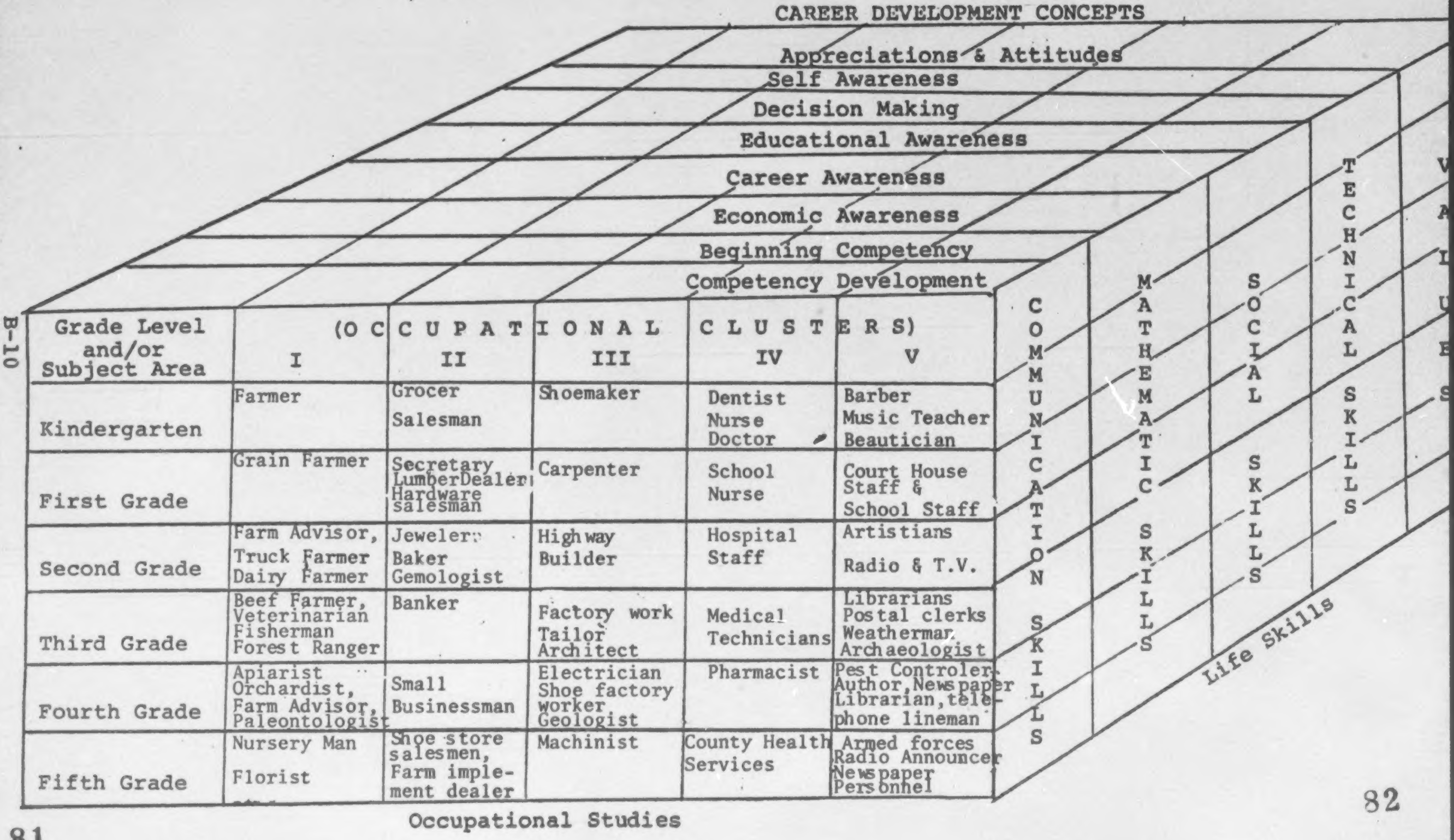
b. Relate the use of educational experiences.
    1. Subjects such as math, reading, science, spelling
    2. Specialized training, tools and vocabulary

c. Develop attitudes toward job duties.
    1. Activities they like
    2. Activities they don't like
    3. Reasons for continuing or leaving a job.

d. Identify the effects of decision making on a career.
    1. Immediate
    2. Long range

I. Applied Biological & Agriculture Occupations
II. Business, Marketing, and Management Occupations
III. Industrial Oriented Occupations
IV. Health Occupations
V. Personal & Public Service Occupations .

MATRIX FOR ARTICULATION
OF A
CAREER EDUCATION PROGRAM
K-5

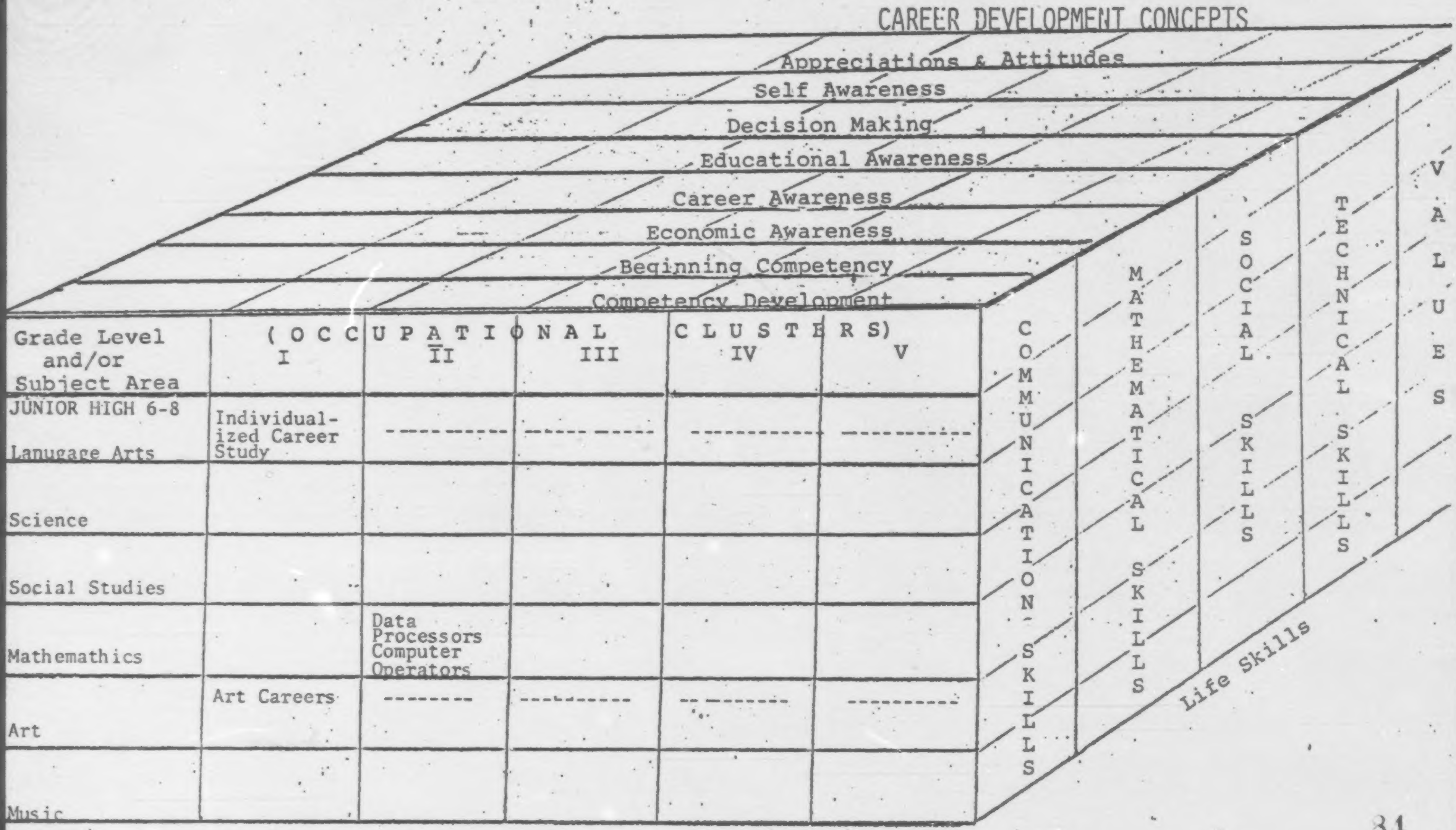

CAREER DEVELOPMENT CONCEPTS
Appreciations & Attitudes
Self Awareness
Decision Making
Educational Awareness
Career Awareness
Economic Awareness
Beginning Competency
Competency Development
COMMUNICATION SKILLS
MATHEMATIC SKILLS
SOCIAL SKILLS
TECHNICAL SKILLS
VALUES
Life Skills
Occupational Studies

Grade Level and/or Subject Area	(OCCUPATIONAL CLUSTERS) I	II	III	IV	V
Kindergarten	Farmer	Grocer Salesman	Shoemaker	Dentist Nurse Doctor	Barber Music Teacher Beautician
First Grade	Grain Farmer	Secretary LumberDealer Hardware salesman	Carpenter	School Nurse	Court House Staff & School Staff
Second Grade	Farm Advisor, Truck Farmer Dairy Farmer	Jeweler Baker Gemologist	Highway Builder	Hospital Staff	Artistians Radio & T.V.
Third Grade	Beef Farmer, Veterinarian Fisherman Forest Ranger	Banker	Factory work Tailor Architect	Medical Technicians	Librarians Postal clerks Weatherman Archaeologist
Fourth Grade	Apiarist Orchardist, Farm Advisor, Paleontologist	Small Businessman	Electrician Shoe factory worker Geologist	Pharmacist	Pest Controler. Author, Newspaper Librarian, telephone lineman
Fifth Grade	Nursery Man Florist	Shoe store salesmen, Farm implement dealer	Machinist	County Health Services	Armed forces Radio Announcer Newspaper Personnel

OCCUPATIONAL CLUSTERS

I. Applied Biological & Agriculture Occupations
II. Business, Marketing and Management Occupations
III. Industrial Oriented Occupations
IV. Health Occupations
V. Personal & Public Service Occupations

MATRIX FOR ARTICULATION OF A CAREER EDUCATION PROGRAM 6-8


CAREER DEVELOPMENT CONCEPTS
Appreciations & Attitudes
Self Awareness
Decision Making
Educational Awareness
Career Awareness
Economic Awareness
Beginning Competency
Competency Development
COMMUNICATION SKILLS
MATHEMATICAL SKILLS
SOCIAL SKILLS
TECHNICAL SKILLS
VALUES
Life Skills

Grade Level and/or Subject Area	(OCCUPATIONAL CLUSTERS) I	II	III	IV	V
JUNIOR HIGH 6-8 Lanugage Arts	Individual-ized Career Study	----------	----------	----------	----------
Science					
Social Studies					
Mathemathics		Data Processors Computer Operators			
Art	Art Careers	--------	----------	----------	----------
Music					

Occupational Studies

SAMPLES OF INSTRUCTIONAL UNITS

I. Title: Making Sense of Nonsense

II. Submitted by: Pat Yow

III. Subject Area: Language Arts

IV. Grade Level: Kindergarten

V. General Career Education Objective:

- Provide career awareness through nursery rhymes
- Develop self-awareness concepts through nursery rhymes

VI. Specific Career Education Objective :

- The student will identify occupations described in nursery rhymes
- The student will relate his actions to the self awareness concepts developed in nursery rhymes

VII. Activities :

- Read nursery rhymes
- Discuss occupations and behaviors or concepts developed in each rhyme
- Role play rhymes

VIII. Evaluation:

- Teacher observation of understanding of work process, self awareness concepts and choice of props for role playing

IX. Materials :

- Costumes and tools
- Rhymes

X. Example :

- Little Boy Blue

Little Boy Blue, come blow your horn;
The sheep's in the meadow, the cow's in the corn.
Where's the boy that looks after the sheep?
He's under the haystack, fast asleep.
Will you wake him? No, not I.
For if I do, he'll be sure to cry.

Occupation: Farmer

Self-Awareness Concept: Be responsible for the job you do.

Discussion Questions:

1. Whose job was it to watch the sheep and the cows?
2. Did he do a good job?
3. Is he a responsible worker?

Roleplaying Situation:

Pretend you are the farmer who hired Little Boy Blue to watch your sheep and cows. Are you going to be happy when you find him sleeping on the job? Show us what you might do. One Child may play the part of Little Boy Blue and several others may be cows and sheep.

I. Title: The Hair Dresser

II. Submitted by: Pat Yow

III. Subject Area: Language Arts

IV. Grade Level: Kindergarten

V. General Career Education Objective:

- Provide an appreciation of the work and service rendered by a hairdresser
- Provide experiences where decision-making can cause chain reactions

VI. Specific Career Education Objective:

- The student will be able to identify a hair dresser by his tools, worksetting and special uniform by role playing.

VII. Activities:

- Hair dresser interviewed in classroom
- Beauty salon corner set up for role playing
- Introduction of Horrible Harry as the letter H

VIII. Evaluation:

- Teacher observation of role playing
- Identification and use of the letter H at 90% accuracy

IX. Materials:

- Hairdressing tools and uniforms
- Inflateable H from Alpha Time program

X. Community Resources:

- Hairdresser

I. Title: Dial-a-Career

II. Submitted by: Marilyn Johnson

III. Subject Area: Language Arts

IV. Grade Level: Kindergarten

V. General Career Education Objective:

-Help the students be more familiar with the skills of reading,themselves and their feelings, careers and their importance in our society.

VI. Specific Career Education Objective:

-The students will develop an appreciation of books and develop reading skills
-The students will develop a better understanding of themselves and their feelings
-The students gain further understandings of various occupations and how they fit into society

VII. Activities:

-Students read along as they listen to stories on tape
-Worksheets to accompany taped instructions
-Students discuss concepts developed in story

VIII. Evaluation:

-Teacher observation

IX. Materials:

-Books
-Tapes
-Worksheets

X. Example:

-Have you Seen My Brother? by Elizabeth Guilfoile

A boy gets lost from his brother and searches for him. We see a milkman, mailman, truck driver, gas station attendant, bus driver, grocer and finally the police.

-Make a worksheet with pictures of workers and then match the picture to pictures of what they do.

I. Title: Careers Involving Shoes

II. Submitted by: Marilyn Johnson

III. Subject Area: Language Arts

IV. Grade Level: Kindergarten

V. General Career Education Objective:

-Provide an appreciation of the work and goods produced by the shoemaker

VI. Specific Career Education Objective:

-The student will be able to identify some of the materials used in making shoes.
-The student will be able to describe the work settings of a shoemaker and a shoe salesman.

VII. Activities:

-Read the story from the Alpha time program about Mr. Foot
-Trace an outline of children's feet for size and shape comparison
-Look at different types of shoes
-Role play going to a shoe store
-Interview a shoe salesman
-Show a film on shoe making

VIII. Evaluation:

-Observation of children's vocabulary and role selection while role playing

IX. Materials:

-Alpha-time reading programs
-Shoes
-Tools for fitting shoes

X. Community Resources:

-Shoe salesman
-Shoe factory worker

I. Title: Farmers and Farms

II. Submitted by: Carolyn McFarland

III. Subject Area: Science

IV. Grade Level: 1

V. General Career Education Objective:
-Provide an awareness of farm life in this area and others

VI. Specific Career Education Objective:

-The students will identify various farm occupations and how they affect lifestyle

VII. Activities:

-plant seeds
-play a card game matching products with names
-sing songs about plants
-draw pictures of different jobs performed by farmers
-draw pictures of people who provide services to the farmer
-play a color matching game with fruits and vegetables
-role play the people who are in the cycle of "from farm to market"
-take field trips to different kinds of farms
-view filmstrips on different kinds of farms. Contrast and compare activities and lifestyles
-Make dioramas of farms

VIII. Evaluation:

-Discussion and make a farm booklet with pictures of various types of farming

IX. Materials:

-Films
-Books
-Pictures

X. Community Resources:

-Farmer
-Farm

I. Title: Carpenter

II. Submitted by: Addi Rogers

III. Subject Area: Language Arts and Math

IV. Grade Level: 1

V. General Career Education Objective:

- Develop an understanding that educational skills and experiences are related to achievement of career goals.

VI. Specific Career Education Objective:

- The student will be able to relate some of the educational skills required by a carpenter to those taught in school.

- The student will be able to identify common tools a carpenter uses.

- The student will be able to list occasions when they might want to hire a carpenter.

VII. Activities:

- Interview a carpenter
- Visit the house being built by the H.S. Building & Trades class
- Use hammers, nails, and saws in simple construction activities
- Draw pictures of tools and label with names
- Write experience stories
- Measure objects
- Develop vocabulary list of building terms

VIII. Evaluation:

- Teacher made test of matching tools and activities
- Draw pictures showing carpenter at work

IX. Materials:
- Hammer
- Nails
- Saws

X. Community Resources:

- Lumber Yard
- Hardware Store
- Building & Trades Class's House

I. Title: Bakery and Dairy

II. Submitted by: Beverly Kuhn

III. Subject Area: Health (basic foods unit)

IV. Grade Level: 2

V. General Career Education Objective:
- Develop an understanding that occupations affect lifestyles

VI. Specific Career Education Objectives:
- The student will match lifestyles and skills with bakery and dairy careers

VII. Activities:
- Churn butter, bake and decorate cupcakes, and make bread,
- Visit local bakery via video tape

VIII. Evaluation:
- Written tests and observations

IX. Materials:
- Consumable food items
- Churn
- Baking utensils
- Portable oven
- Dairy Council materials

X. Community Resources :
- Dairy Farmer
- Baker

I. Title: Hard Hats Erect Road and Street Signs

II. Submitted by: Louise Jones

III. Subject Area: Language Arts

IV. Grade Level: 2

V. General Career Education Objective:
-Develop an understanding that reading is essential to the worker as well as the consumer

VI. Specific Career Education Objective:

-Students will learn the importance of road and street signs
-Students will develop decision making skills
-Students will become aware of who places the signs
-Students will become aware of various means of communication

VII. Activities:

-Make road and street signs
-Develop a road system on the playground and erect signs
-Make maps
-Organize road crews
-Organize sign making crews

VIII. Evaluation:

-Test for reading signs
-Observation of job knowledge

IX. Materials:

-signs
-pictures of signs
-road making equipment

X. Community Resources:
-County Highway Department
-State Department of Transportation

I. Title: Farm Advisor

II. Submitted by: Louise Jones

III. Subject Area: Science

IV. Grade Level: 2

V. General Career Education Objective:

-Provide an awareness that farmers depend on other people to help solve their problems

VI. Specific Career Education Objective:

-Students will identify school subjects required to be an advisor
-Students will identify areas in which an advisor might be requested to give advice
-Students will identify characteristics and traits required of an advisor

VII. Activities:

-Interview the farm advisor
-Draw pictures showing the various work settings of the advisor
-Role play a farmer asking the advisor for help

VIII. Evaluation:

-Observation of student's involvement in activities

IX. Community Resources:

-Farm advisor

I. Title: Jewelry Business

II. Submitted by: Eleanor Glosser

III. Subject Area: Math, Reading, Science and Art

IV. Grade Level: 2

V. General Career Education Objective:

- Introduce the various occupations related to the jewelry business
- Provide an understanding of the physical characteristics required of persons making jewelry and clocks.

VI. Specific Career Education Objectives:

- The student will identify and polish rocks; make and price some rock jewelry which will relate art, math and science to careers.
- The student will set up and conduct the business of a jewelry store which will relate reading and math to careers.
- The student will identify his characteristics in relation to occupations required in the jewelry business.
- The student will make clocks to be sold to the jewelry store which will incorporate a unit on telling time.

VII. Activities (designed to meet objectives):

- Identify and polish rocks
- Put rocks in settings, price and package
- Set up a jewelry store
- Make sales
- Take a field trip to a rock shop and jewelry store
- Make clocks and learn to tell time

VIII. Evaluation:

- Make change for items purchased
- Make a correct clock face
- Identify skills required by a jeweler
- Identify five types of rocks
- Identify 3 steps taken to polish rocks

IX. Materials:

- Jewelry settings
- Materials to make cardboard clocks

X. Community Resources:

- Rock shop
- Jeweler
- Clock maker
- Rock collector

I. Title: "Cowboys and Cows"

II. Submitted by: Alice Throneburg

III. Subject Area: Social Studies

IV. Grade Level: 3

V. General Career Education Objective:

- Provide students with insight into the beef farmer's life style, his problems and concerns as well as his satisfactions and compensations.

VI. Specific Career Education Objective:

- The student will develop an understanding of society's dependence on the beef farmer.
- The student will become aware of whether or not they like working with animals.
- The student will see a relevance of educational subjects to job skills.
- The student will become aware of educational knowledge required by beef farmers.
- The student will be aware of beef consumption.
- The student will learn vocabulary terms used by beef farmers.

VII. Activities:

- Keep records of family consumption of meat.
- Visit meat departments to identify meat cuts.
- Make scrapbooks pertaining to beef farming.
- Interview a beef farmer and veterinarian.
- Show filmstrips on beef farming.
- Write stories about "cowboys".
- Make a mural of a beef ranch.

VIII. Evaluation

- Vocabulary test

IX. Materials:

- Filmstrips
- Farm magazines and books
- Commercial free brochures

X. Community Resources:

- Beef farmer
- Ranch hand
- Veterinarian

I. Title: Greenhouse Worker

II. Submitted by: Alice Throneburg

III. Subject Area: Science and Social Studies

IV. Grade Level: 3

V. General Career Education Objective:

-Provide an awareness of types of occupations within a greenhouse

VI. Specific Career Education Objective:

-The student will identify jobs where some people work with their hands
-The student will identify the different levels of education needed by greenhouse workers

VII. Activities:

-Read stories
-Show filmstrips
-Make a scrapbook
-Interview greenhouse worker
-Grow plants from seeds and transplant seedlings
-Have a plant show
-Gather pictures and free literature telling about the greenhouse business

VIII. Evaluation:

-Observation of enthusiasm and awareness demonstrated through level of questions asked of speakers during field trip

IX. Materials:

-Greenhouse
-Plants

X. Community Resources:

-Greenhouse workers

I. Title: Careers in Applied Biological and Agricultural Science

II. Submitted by: Margaret Garner

III. Subject Area: Science and Social Studies

IV. Grade Level: 4

V. General Career Education Objective:

-Provide an awareness of the emerging careers requiring a knowledge of Entomology

VI. Specific Career Education Objective:

-The students will understand the broad spectrum of career fields related to Applied Biological and Agricultural Occupations

-The students will discover how they feel about certain parts of these careers.

-The students will gain an understanding that society is dependent upon the productive work of the individual.

VII. Activities:

- Make an insect collection
- Research requirements needed to enter the career of insect exterminator
- Identify affects of career on health
- Catagorize insects into helpful and harmful
- Research the value of insects to an orchardist or apiarist
- Identify the skills and knowledge required to be an apiculturist
- Take field trips
- Interview an orchardist, apiarist, entomologist and exterminator

VIII. Evaluation:

-Written paragraphs illustrating who uses the knowledge of entomology in a career

IX. Materials:

-Filmstrips
-Books
-Models

X. Community Resources:

-Ranger Rick magazine
-Orchardist
-Apiarist
-Entomologist
-Exterminator

I. Title: Author

II. Submitted by: Rosalee Chancellor

III. Subject Area: Language Arts

IV. Grade Level: 4

V. General Career Education Objective:

-Introduce the children to the concept that educational skills in Language Arts are relevant to the career of an author

VI. Specific Career Education Objective:

-The student will list a number of decisions an author must make and how his decisions affect his finished product.
-The student will list some of the work habits needed to be an author and match them to the individual's work habits to identify any skills or knowledge the student has which would be of importance to an author.
-The student will explain why a person working as an author would enjoy his job more if he enjoyed books.
-The student will tell how an interest or hobby developed at any life stage could be of great help to a person in selecting an occupation.
-The student will list some of the subject skills which are learned in school which are used by an author.

VII. Activities:

-Write many short stories on subjects to be determined by the interests of the children
-Tape record stories
-Write about what the parent-visitors related to them about their careers
-Write thank-you letters to all people who visit the classroom to help in our program
-Have authors in the area visit the classroom for interviewing by the students
-Arrange a field trip to a printing office and take pictures of visit
-Arrange for an artist to come for an interview to demonstrate his work
-Have the children draw pictures to illustrate their stories
-Publish a class book of stories submitted by each child

VIII. Evaluation:

-Students will write an acceptable story to be published
-Have the students work together to make a list of the knowledge and skills necessary to be an author. Have them check the skills they feel they have learned in school
-Teacher observation of improvement in the child's skills and his self-concept

IX. Materials:

-Book-binding material
-Book cover printed

X. Community Resources:

-Novelist
-Poet
-Journalist
-Technical Writer

I. Title: Librarian

II. Submitted by: Javetta Kemper

III. Subject Area: Language Arts

IV. Grade Level: 4

V. General Career Education Objective:

-Provide basic career education information that will aid in making career related decisions.

VI. Specific Career Education Objective:

-Students will experience some of the activities of a librarian.

VII. Activities:

-Organize the classroom library collection and shelve the books by the author's last name
-Select a weekly classroom librarian to check books in and out and keep records of circulation
-Create a bulletin board
-Compare a public librarian's occupation to that of a school librarian
-Role play a librarians "typical day"

VIII. Evaluation:

-Each student should list some of the qualities a librarian must have
-Have the students prepare a list of the courses (before college) which would be helpful in becoming a librarian
-Have the students demonstrate that they understand the difference between an author, title and subject card
-Have the students identify some of the equipment and vocabulary terms involved in working as a librarian
-Have the students demonstrate that they realize that a library is not just a center for books-that it is a multi-media center as well
-Have the students design a floor plan of a small public library

IX. Materials:

-Camera for taking slides or pictures to make a pictorial of profession and students engaged in the career of a librarian
-Tape recorder for interviewing the librarians

X. Community Resources:

-Public librarian
-Book Mobile librarian
-Elementary School librarian
-High School librarian

I. Title: Plant growers

II. Submitted by: Olive Wilson

III. Subject Area: Science

IV. Grade Level: 5

V. General Career Education Objective:

-Provide an understanding of the work of a florist in a greenhouse or nursery

VI. Specific Career Education Objective:

-Students will identify their interests in pursuing a career related to plants by propagating and caring for plants.

VII. Activities:

-Make a small terrarium as shown by a professional demonstrator
-Interview the demonstrator
-Experiment with plants

VIII. Evaluation:

-Observe student's interest in caring for their plants

IX. Materials:

-Small terrariums
-Plants
-Soil
-Fertilizer
-Colored rocks
-Small figurines

X. Community Resources:

-Professional terrarium designer

I. Title: How to Sell Shoes for the Family

II. Submitted by: Olive Wilson

III. Subject Area: Math

IV. Grade Level: 5

V. General Career Education Objective:

-Provide an understanding that occupations require some specific knowledge

VI. Specific Career Education Objective:

-Students will identify some jobs that require working closely with customers
-Students will identify some jobs that require many math skills
-Students will understand that relationships with people determine sales

VII. Activities:

-Make mural of kinds of shoes, feet, hose, polish, etc.
-Role play selling shoes to a customer
-Set up a shoe store with children bringing shoes in boxes and selling to each other
-Solve some complaint situations

VIII. Evaluation:

-Testing by a question sheet for children to solve situations

IX. Community Resources:

-Visit shoe store
-Interview salesperson

I. Title: Mechanics

II. Submitted by: Olive Wilson

III. Subject Area: Language Arts

IV. Grade Level: 5

V. General Career Education Objective:

-Provide an understanding that occupations require different levels of education,capitol investments and provides a variety of rewards

VI. Specific Career Education Objective:

-The students will experience selling activities
-The students will identify how a salesman copes with his customers
-The students will identify different lifestyles associated with being a salesman

VII. Activities:

-Interview a machinery dealer
-Role play a salesman and customers
-Make a machinery mural

VIII. Evaluation:

-Test on what each person saw and though was important after the interview

IX. Materials:

-Folders of information about the products being sold

X. Community Resources:

-Machinery Dealer

I. Title: Careers in Art

II. Submitted by: Nancy Lasher

III. Subject Area: Art

IV. Grade Level: Jr. High

V. General Career Education Objective:

-Provide an awareness that art can be used as a means of making a living

VI. Specific Career Education Objective:

-Students will identify an art career of their choice
-Students will complete a project related to the type of activity that represents that occupation
-Students will prepare a sort resume of the educational knowledge and skill requirements for a particular art career

VII. Activities:

-Choose an art careers to study
-Complete an assigned project that goes along with their chosen career
-Write out answers to specified questions about their chosen career
-Participate in a discussion to be given to the class on each career studied

VIII. Evaluation:

-Grade reports (written and oral)
-Grade projects

IX. Materials:

-Pattern book
-Floor plans
-Material samples
-Catalogs and magazines to cut in
-Books
-Pamphlets

X. Community Resources:

-Commercial artist
-Sign Board painter
-Designer
-Landscaper

I. Title: Occupations Using Handicraft Skills

II. Developed by: Esther Hill and Gayle Carrell

III. Subject Area: Elective Class in Handicrafts

IV. Grade Level: 6-8

V. General Career Education Objective:

-Provide an understanding that hobbies can influence career decisions

VI. Specific Career Education Objective:

-Students will be able to list occupations based on hobby skills

VII. Activities:

-Do decoupage, plaster casting, painting, etc.
-Interview hobby demonstrator

VIII. Evaluation:

-Observe interest in speakers and activities, listing of occupations based on handicraft hobbies

IX. Materials:

-Materials for each craft as listed in any craft book, some materials supplied by demonstrator

X. Community Resource:

-speaker on the topic of hobbies

I. Title: Who Works in Mass Production

II. Submitted by: Robert Blade

III. Subject Area: Elective Craft Class

IV. Grade Level: 6-8

V. General Career Education Objective:

-Provide an awareness of occupations in construction

VI. Specific Career Education Objective:

-The student will identify and use wook working tools
-The student will develop pride in doing a job well
-The student will explore work settings of the wood craftsman

VII. Activities:

-Set up an assembly line for producing bird houses
-Organize work crew and discuss responsibility
-Visit a modual home factory
-Use photographs of activities to show sequence of activities

VIII. Evaluation:

-Observation of behavior and production of each student

IX. Materials:

-Lumber
-Nails
-Glue
-Paint
-Construction tools

X. Community Reources:

-Modual home factory

I. Title: "You Ain't Seen Nuttin Yet"

II. Submitted by: David Gilley

III. Subject Area: Language Arts

IV. Grade Level: 8

V. General Career Education Objective:

-Provide opportunities to identify and develop language competencies through the production of a magazine

-Provide "hands on" career exploration experiences in the area of publishing

VI. Specific Career Education Objective:

-The student will be able to conduct an interview.
-The student will be able to write an article from the interview.
-The student will be able to identify occupations related to a magazine business

VII. Activities:

-Introduction to interviewing skills
-Role playing
-Group decisions on type of articles for magazine
-Example of business-with assumption of roles
-Field trip to printer
-Set up class as a magazine publishing house

VIII. Evaluation:

-Observation of involvement
-Observation of mock interview
-Grade for written work
-Grade for use of audio visual tools
-Observation of team work
-Completion of magazine

IX. Materials:

-Cassette tape recorder
-Typewriter
-Portable T.V.

X. Community Resources:

-Printer
-Local people

"Career Exploration"
8th Grade Classes
Cumberland Public School

Counselor: Mrs. Susan James
Impact Intern: Mrs. Diana Blair

A. Introduction of the Activity.

B. Preview of Career Choices. (Review of Career Values: What Really Matters to You-Filmstrip series).

1. Environment - Do you prefer:
    a. A lot of people or a few people?
    b. An inside job or an outside job?
    c. A quiet place or a noisy location?
    d. A dirty place were the action is or a quiet well-organized place?

2. Chance-Taking - Do I want security or shall I take a money risk?
    a. Some like to take a risk and go for broke. (that is, make lots of money fast!).
    b. Others want a steady job from 8 to 5 with a steady income each month.

3. Commitment - Do I want to do a service-type job or am I more interested in achievements?
    a. Some people want to help others more than they want money, time or anything else.
    b. Others like an important job with advancements, good money, and a lot of conveniences.

4. Time - Do I dislike or need to be controlled by the clock?
    a. Some people prefer to work at their own pace on their own schedules.
    b. Others work regular hours and stop thinking about the job when they punch the time clock.

5. Which would you prefer in each of the above situations?

C. Procedures
1. We will view the filmstrips and mark the Interest Rating Sheet.
2. We will discuss the filmstrip answering some of these questions:
    a. Where would I go to find a job in this particular area?
       Toledo-Greenup?
       Mattoon-Charleston?
       Springfield?
       St. Louis - Chicago?
    b. What other job possibilities are there for this particular area?
       Supervisor?
       Employer?
       Teacher?
    c. Do I know anyone who does this particular job?
    d. How do we depend upon people who do these jobs?
    e. If I am interested in this job, how do I go about preparing for it?

Please Note: These are filmstrips for specific jobs which are available in the library for your use. Be sure to look at those which particularly interest you.

____
name

____
date

CAREER WORKSHEET #1

TRUCKER
TEACHER
MILITARY SERVICE
SPORTS PRO
MECHANIC
DISK JOCKEY
SECRETARY
NAVIGATOR
DATA PROCESSOR
RELIGIOUS WORKER
CAMERA PERSON FOR TV OR MOVIEW

DOCTOR
FARMER
JEWELER
POLITICIAN
DRAFTSMAN
PILOT
DENTIST
LIBRARIAN
MERCHANT
GAS STATION ATTENDANT

MUSICIAN
ANNOUNCER
STORE CLERK
ARTIST
LAWYER
RESEARCHER
HOUSEWIFE
PHOTOGRAPHER
BEAUTICIAN
LAW ENFORCER
CONSTRUCTION WORKER

DIETITIAN
SINGER
ELECTRICIAN
FIRE FIGHTER
NURSE
REPORTER
CHEF
PRINCPAL
PLUMBER
TELEPHONE LINEMAN

CHOOSE AND LIST 10 CAREERS THAT YOU MAY FEEL YOU KNOW SOMETHING ABOUT IN THE SPACE BELOW. YOU MAY USE ANY OF THE ABOVE OCCUPATIONS OR ANY OTHERS THAT YOU CAN THINK OF.

1.
2.
3.
4.
5.

6.
7.
8.
9.
10.

NOW 1) Place an M next to the ones you feel would provide the most money.
2) " " S " " " " " " " " " " satisfaction
3) " " D " " " " " " " " " " dissatisfactio
4) " " P " " " " " " " " " " prestige.
5) " " L " " " " " " " " " " leisure time
6) " " X " " " " " " " " " " security.
7) " " E " " " " " " " " " " excitement.
8) " " C " " " " " " " " " " for society.
9) " " F " " " " " " " " be the most compatible with FAMILY LIFE.
10) " " R " " " " " " " " involve the most FINANCIAL RISK (unsteady earnings)

Turn your paper over and write an essay on "What my ideal lifestyle will be 10 years from now." This should include the careers, leisure time, marital status, family responsibilities, and place of residence--apartment, house, large city, suburb, small town, country, East-West-North-South.

* * * * * * * * * * *

CAREER INTERESTS

8th Grades

Cumberland Schools

Name ______________________________ Date ______________

Please fill in the blanks below.

1. The 5 areas which I rated highest on my rating sheet were: (please list the areas in order starting with the area you gave most points, then the second highest, third, etc.)

    1. ______________________________
    2. ______________________________
    3. ______________________________
    4. ______________________________
    5. ______________________________

2. Right now of the jobs we saw on the filmstrips, my first choice would be: (please name the specific job such as "Juvenile Officer" or "Patrolman".)

    ____

3. I wish we would have seen filmstrips on these jobs: (please include here any jobs that you are interested in whether they require college training or not.)

    1. ______________________________
    2. ______________________________
    3. ______________________________
    4. ______________________________
    5. ______________________________

4. Of all the jobs to chose from (both seen in the filmstrips and not) I really want to be a ______________________________.

5. Right now my plans after high school are to ______________________________

    ____

    ____

6. The job that I would hope to have when I am 50 years old would be to be

    ____

JR. HIGH SCHOOL

VOCATIONAL LANGUAGE ARTS

Developmental Learner Objectives

I. The student should be able to view himself realistically in terms of the careers he wishes to pursue by examining

A. Feelings about ones self
B. Knowledge of ones abilities
C. Knowledge of ones attitudes
D. Coping behaviors
E. Process of decision making
F. Desired lifestyle

II. The student will become aware of a variety of careers via;

A. Interviewing guest speakers
B. Listening to classmates' presentations
C. Viewing films and filmstrips
D. Participating in field trips
E. Utilizing library resources
F. Conducting on-the-job interviews

III. The student, through an on-the-job interview, will utilize the following language arts skills in-depth study of a career of his choice,

A. Interviewing
B. Spelling
C. Using reference sources
D. Letter writing
E. Report writing
F. Creative writing
G. Grammar usage
H. Arranging in sequence
I. Public speaking
J. Good reading practices
K. Planning, performing and completing a task

IV. In the process of exploring careers each student will

A. Complete the activities in the learning packet
B. Construct an OCCUPAC
C. Create an A.V. presenation
D. Develop an auto biography

VOCATIONAL LANGUAGE ARTS

18 WEEK COURSE OUTLINE

I. 3 Weeks - Self Awareness

Bread and Butterflies Films
Interest Inventories
Autobibliography

II. 2 Weeks - Interdependence of Workers

Bread and Butterflies Films
Finding a Job
Wand Ads, Placement Office

III. 2 Weeks - Job Survival Skills

Getting and Keeping a Job
Relation of Schooling to Working

IV. 2 Weeks - Orientation to Occupational Clusters

V. 1 Week - Job Simulations

Job Experience Kits
Role Playing

VI. 3 Weeks - What do I Want to Be

Development of Student OCCUPACs
Interviewing people at Work

VII. 2 Weeks - Introduction to Seasonal Occupations

Career Games and Sharing of Occupational Information

VIII. 2 Weeks - Using Language and Visual Arts for Communicating

IX. 1 Week

Decision Making Time

Submitted by: Bob Blade and Gayle Carrell

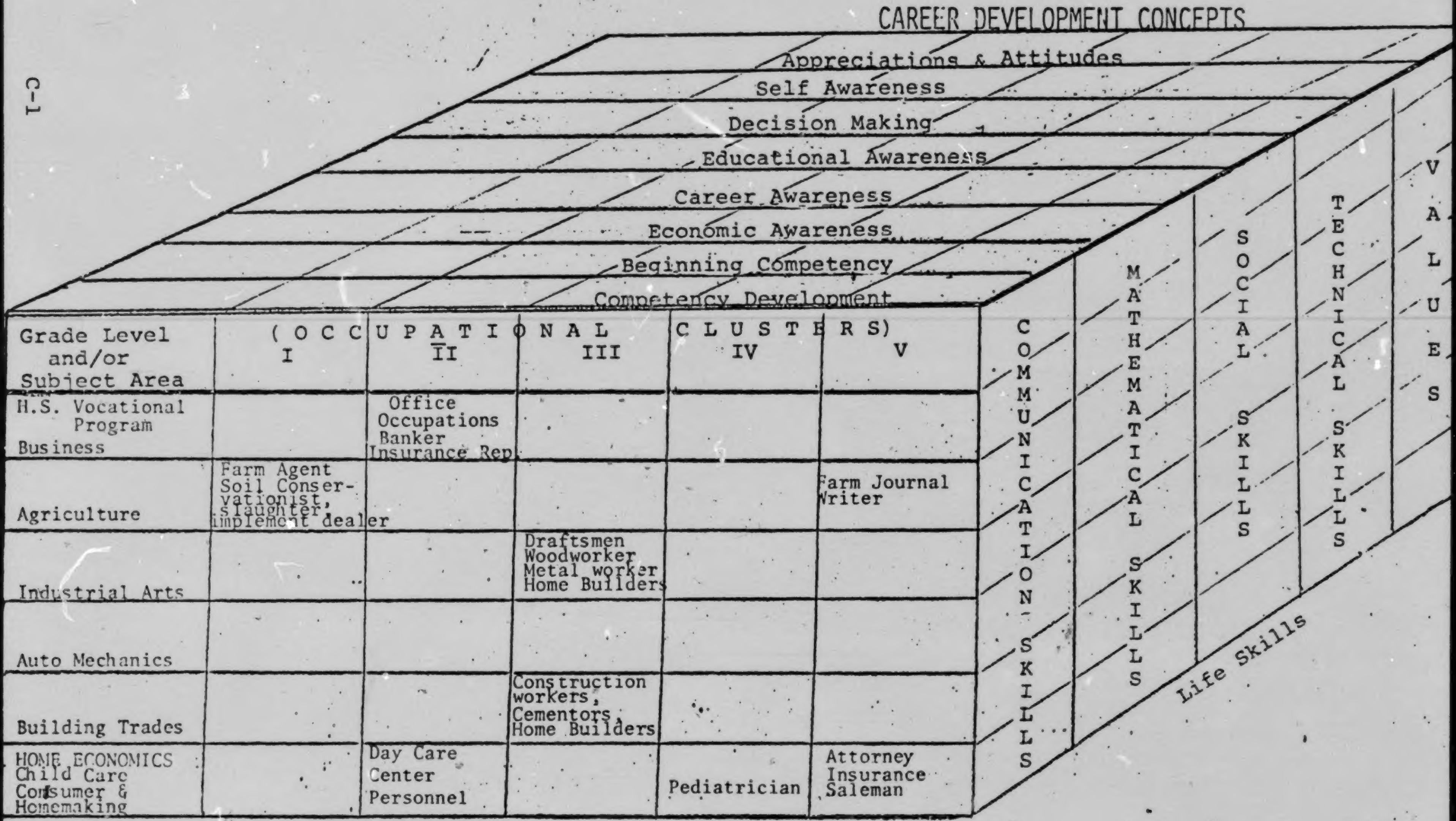
APPENDIX C

9-12 INSTRUCTIONAL PROGRAMS

OCCUPATIONAL CLUSTERS

I. Applied Biological & Agriculture Occupations
II. Business, Marketing and Management Occupations
III. Industrial Oriented Occupations
IV. Health Occupations
V. Personal & Public Service Occupations

MATRIX FOR ARTICULATION
OF A
CAREER EDUCATION PROGRAM
9-12

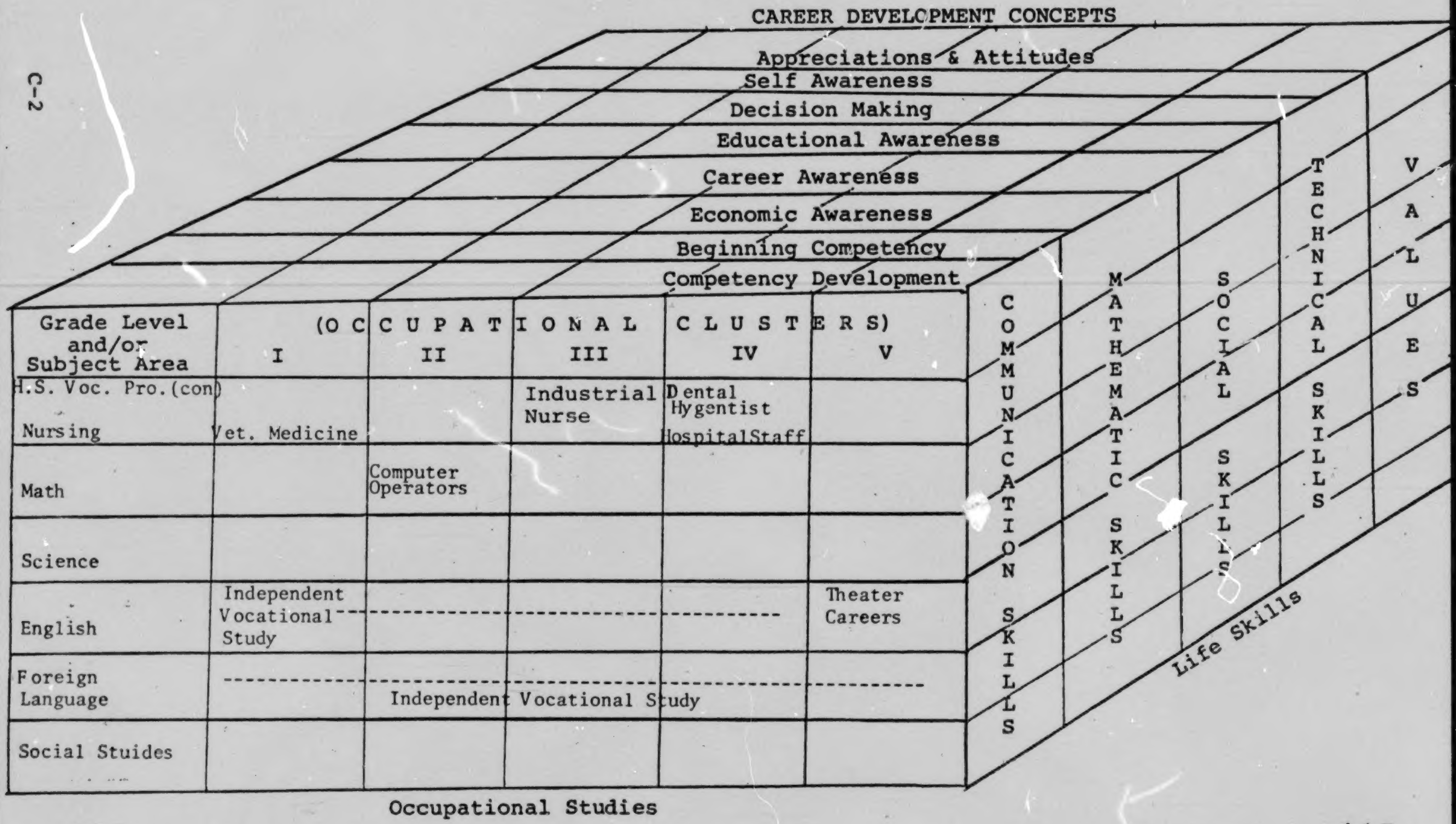

CAREER DEVELOPMENT CONCEPTS
Appreciations & Attitudes
Self Awareness
Decision Making
Educational Awareness
Career Awareness
Economic Awareness
Beginning Competency
Competency Development
COMMUNICATIONS SKILLS
MATHEMATICAL SKILLS
SOCIAL SKILLS
TECHNICAL SKILLS
VALUES
Life Skills

Grade Level and/or Subject Area	(OCCUPATIONAL CLUSTERS) I	II	III	IV	V
H.S. Vocational Program Business		Office Occupations Banker Insurance Rep			
Agriculture	Farm Agent Soil Conservationist, slaughter, implement dealer				Farm Journal Writer
Industrial Arts			Draftsmen Woodworker Metal worker Home Builders		
Auto Mechanics					
Building Trades			Construction workers, Cementors, Home Builders		
HOME ECONOMICS Child Care Consumer & Homemaking		Day Care Center Personnel		Pediatrician	Attorney Insurance Saleman

OCCUPATIONAL CLUSTERS

I. Applied Biological & Agriculture Occupations
II. Business, Marketing, and Management Occupations
III. Industrial Oriented Occupations
IV. Health Occupations
V. Personal & Public Service Occupations

MATRIX FOR ARTICULATION
OF A
CAREER EDUCATION PROGRAM
9-12


CAREER DEVELOPMENT CONCEPTS
Appreciations & Attitudes
Self Awareness
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Career Awareness
Economic Awareness
Beginning Competency
Competency Development
COMMUNICATION SKILLS
MATHEMATIC SKILLS
SOCIAL SKILLS
TECHNICAL SKILLS
VALUES
Life Skills
Occupational Studies

Grade Level and/or Subject Area	(OCCUPATIONAL CLUSTERS) I	II	III	IV	V
H.S. Voc. Pro.(con) Nursing	Vet. Medicine		Industrial Nurse	Dental Hygentist HospitalStaff	
Math		Computer Operators			
Science					
English	Independent Vocational Study ----------	----------	----------	----------	Theater Careers
Foreign Language	----------	---------- Independent	Vocational	Study ----------	----------
Social Stuides					

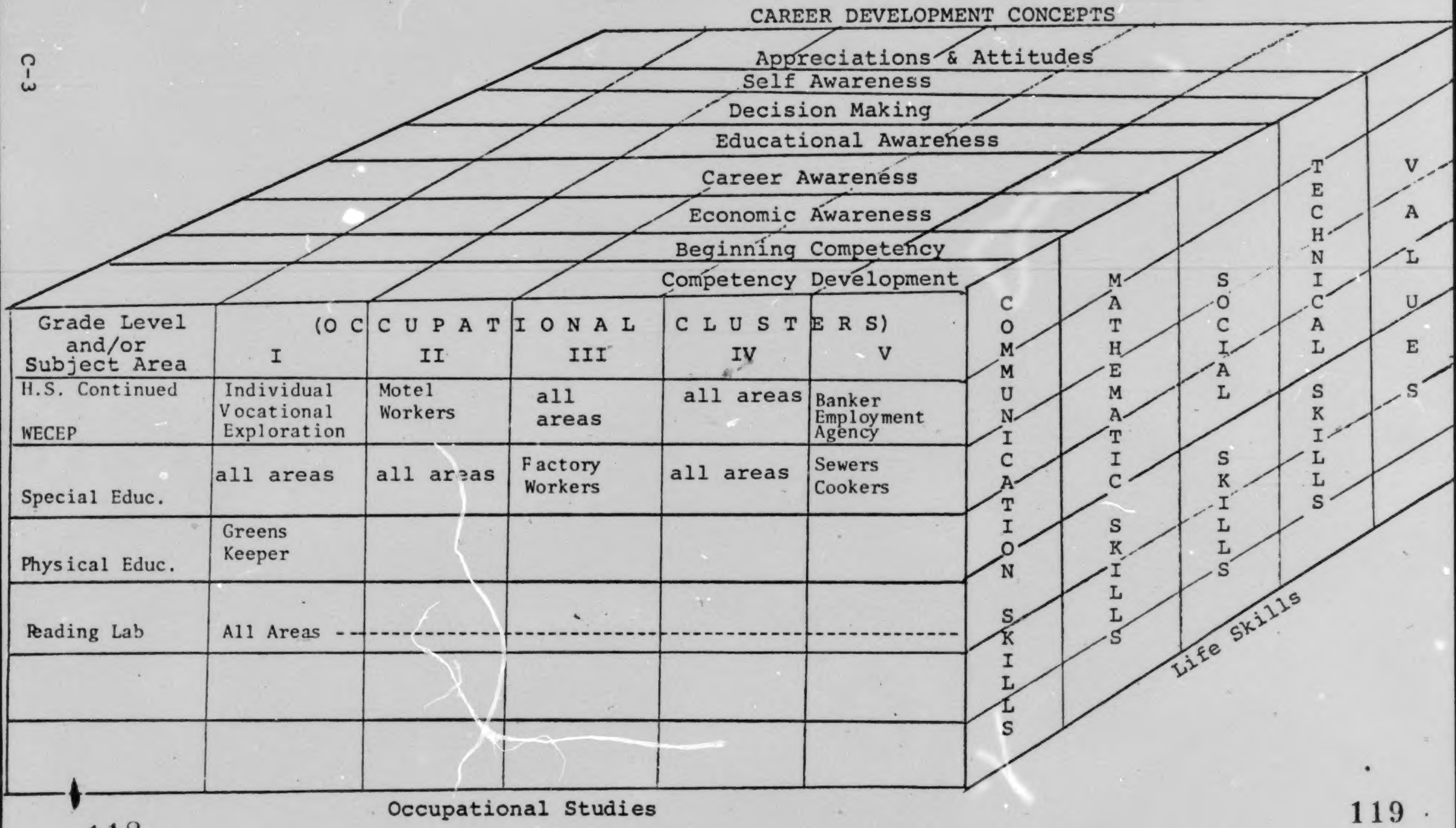
Occupational Studies

OCCUPATIONAL CLUSTERS

I. Applied Biological & Agriculture Occupations
II. Business, Marketing, and Management Occupations
III. Industrial Oriented Occupations
IV. Health Occupations
V. Personal & Public Service Occupations

MATRIX FOR ARTICULATION
OF A
CAREER EDUCATION PROGRAM
9-12

C-3


CAREER DEVELOPMENT CONCEPTS
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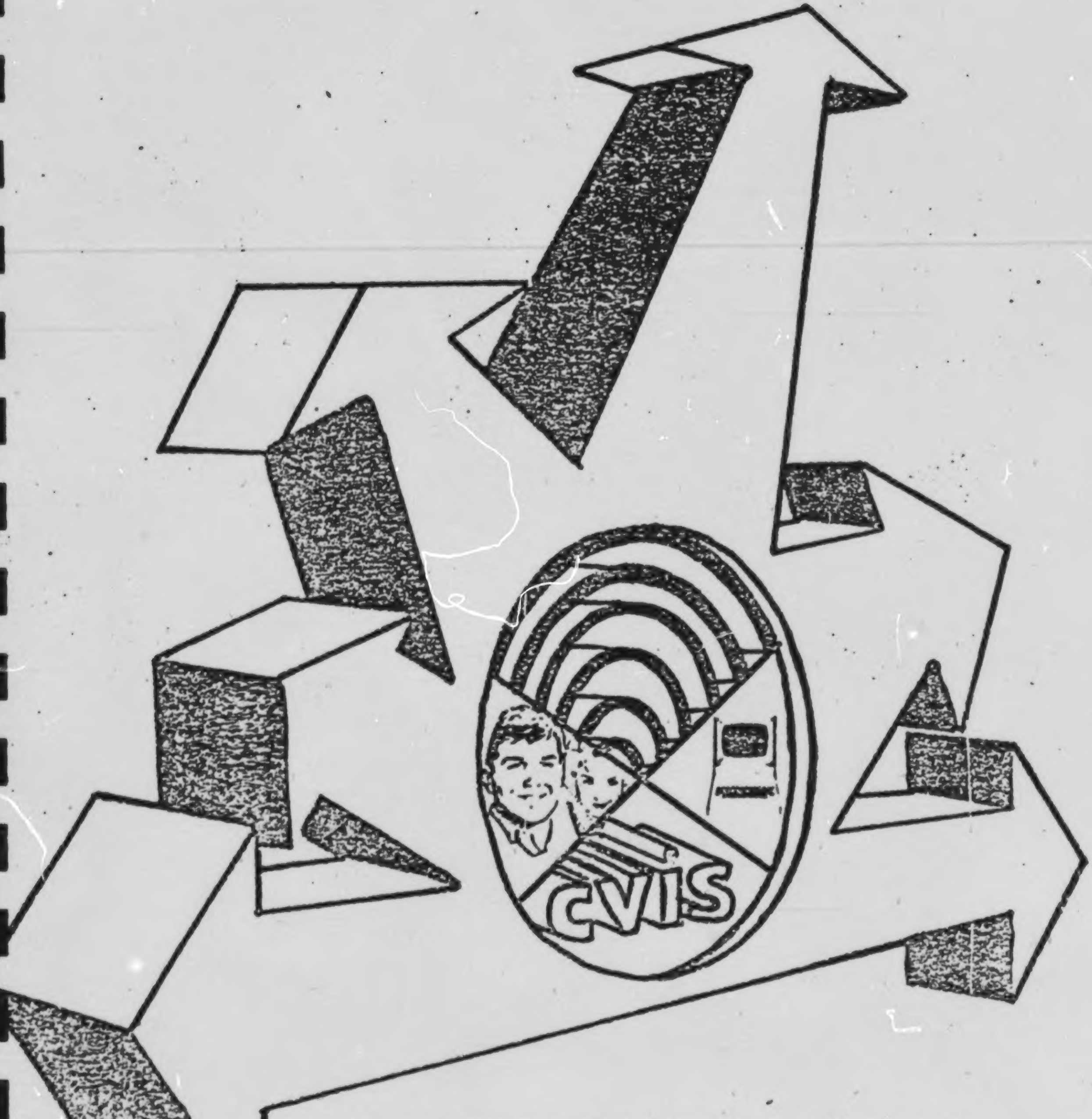
Career Awareness
Economic Awareness
Beginning Competency
Competency Development
COMMUNICATION SKILLS
MATHEMATIC SKILLS
SOCIAL SKILLS
TECHNICAL SKILLS
VALUES
Life Skills
Occupational Studies

Grade Level and/or Subject Area	(OCCUPATIONAL CLUSTERS) I	II	III	IV	V
H.S. Continued WECEP	Individual Vocational Exploration	Motel Workers	all areas	all areas	Banker Employment Agency
Special Educ.	all areas	all areas	Factory Workers	all areas	Sewers Cookers
Physical Educ.	Greens Keeper				
Reading Lab	All Areas --				

COMPUTERIZED VOCATIONAL INFORMATION SYSTEM



A FUTURISTIC CONCEPT OF VOCATIONAL AND EDUCATIONAL DECISION-MAKING

CVIS

COMPUTERIZED VOCATIONAL INFORMATION SYSTEM

Project CVIS developed at Willowbrook High School in Villa Park, Illinois is currently in operation in school districts in all parts of the country. It has the largest number of installations of any computer-based guidance system. User schools have formed a consortium to assist one another in updating, revising and extending the system. The material contained in the script for Cumberland Unit District #77 is obtained through the Career Education Resource Laboratory at Eastern Illinois University. As a member of the CVIS consortium, Eastern was able to obtain the CVIS version developed by the University of Evansville for adaptation in rural east-central Illinois

CVIS provides students with a sophisticated tool with which to explore information about occupations and educational opportunities. The intent is to present accurate data in an interesting, interactive way.

Students interact with the computer by means of an online display terminal. They respond to the messages displayed on the screen by entering information on a keyboard. This "conversation" is carried on by the transmission of data over telephone lines from the terminal at the Cumberland High School to the computer center at Eastern Illinois University and back again in seconds.

CVIS currently includes information about:

1. Occupations
2. Four Year Colleges
3. Trade and/or Technical Schools
4. Apprenticeship Programs
5. Financial Aids
6. Military Information
7. Local Job Information

OCCUPATIONAL BRANCH

The occupational program is designed to allow students to explore and receive specific information about 450 occupations. The system divides occupations into 6 levels by training and/or responsibility and 8 categories of interest. The interest categories include:

1. Service
2. Business Contact
3. Organization
4. Technology
5. Outdoor
6. Science
7. General Cultural
8. Arts & Entertainment

The levels of training and/or education are as follows:

1. No further training after high school
2. Some training on the job
3. Trade school or apprenticeship

4. Junior College (2 years) or technical school (6-18 mo.)
5. Four years of college
6. Advanced degrees after College (Ph.D. or M.D.)

FOUR YEAR COLLEGE BRANCH

The program currently has three subsystems. The first allows a student to review the answers to any or all of the following questions:

1. What are college entrance requirements?
2. How and when do I apply for admission?
3. How do I visit colleges?
4. How do I figure total college cost?
5. How much money do I have for college?
6. How can I get financial aid?
7. What are college degrees?
8. What is a typical college schedule like?
9. What are work-study programs?
10. What do the words in the college catalog mean?

The second subsystem allows a student to select a list of colleges for further consideration. 1,667 four year colleges are filed by the following characteristics:

1. Majors offered
2. Size range
3. Geographical location
4. Type of community (rural, suburban, metropolitan)
5. Cost range
6. Type of control
7. Admission selectivity

The user may choose the characteristics that are important to him in the order he prefers. As he does so, the computer reports the number of colleges with the desired combination of characteristics that are still in the data file. He may ask for the list of the names of the appropriate colleges by typing the word YES whenever he feels that he has narrowed his alternative to a manageable number. The computer then prints the code numbers and names of colleges that have the combination of characteristics specified.

The third phase of the college planning program allows the student to enter the code number of a specific college and to receive three displays of information: majors offered, admission requirements and general information (cost, size, location, etc.)

TRADE AND TECHNICAL SCHOOLS

This subsystem parallels the four-year college section of CVIS. First the user can explore general information about the selection of a technical or specialized school. Secondly, there is a trade and technical school selection script. At the present time all schools included in this subsystem are listed with the Indiana Private School Accrediting Commission.

To receive a personalized list of trade and technical schools, the user may specify preferences in any or all of the following categories:

1. Major area
2. Location
3. Control of School
4. Type of instruction
5. Average cost per course
6. Enrollees per year
7. Size of community
8. Average time to complete course

APPRENTICESHIPS

This subsystem attempts to give users general information about apprenticeship opportunities by means of an on-line quiz. Secondly, information is available on how to enter apprenticeships locally.

FINANCIAL AIDS

This part of CVIS begins by asking the user a series of questions about his interests and background. The responses to these questions are stored in order to use the identified characteristics as a basis for the search of the financial aid data file. The data file contains information on national scholarships, grants and loans, as well as local area scholarship programs. The entry of a given code number from the individual list produced will provide a description of the financial aid.

MILITARY BRANCH

The military script is divided into the following areas of interest:

1. Draft information
2. Opportunities for women
3. Ways to view enlistment
4. Qualifying for the military
5. Types of jobs available
6. Characteristics of military life
7. Differences between the services

LOCAL JOB INFORMATION

This script includes information on applying for a job and preparing for the interview. Also included is a job selection game based on 15 variables that should be considered by an applicant. At the present time this script includes teaching scripts which explain the services provided by the Indiana Employment Security Division, supply and demand data on various occupations, and information relating to job openings throughout the state of Indiana.

DEVELOPING, UPDATING, AND DEMONSTRATION OF CVIS

The development of Project CVIS was substantially supported by the Illinois State Board of Vocational Education and supplemented by Elmhurst Community District 88 and DuPage Community College District 502. The project was designed and developed by Jo Ann Harris, Lorraine Foster and Engo Giuntoli.

CVIS scripts are constantly being updated to provide the user with the latest information. Script Information relating to Indiana is currently being revised to meet the needs of rural east-central Illinois. The college data file update is compiled by ACT (American College Testing) with J.G. Ferguson Publishing Company providing the occupational data update.

CVIS Demonstration terminals currently in operation at Cumberland Unit District #77 and the Career Education Resource Laboratory at Eastern Illinois University, Charleston, Illinois are funded through the Illinois Office of Education, Division of Vocational and Technical Education.

CONSUMER & HOMEMAKING

Money management has to be learned just as reading, writing, and driving a car are learned.

Cumberland Unit Dist. #77
Toledo, Illinois

INTRODUCTION

Education does not reflect the present realities of our society, especially the reality that men and women spend most of their adult life in an activity called work. If work is a reality of our society, should it not be a part of our educational system?

Many young people are floundering and dissatisfied in our society. Might it be due to the fact that they lack a conceptual map of the world of work? Dropout rates have reached a high level and the general public is becoming disenchanted with a system of education that reports more apathy, absenteeism, academic failures, assaults on school personnel, and vandalism. Career education could improve student performance in basic subject matter by unifying and focusing subject matter areas on career development themes to make the subject matter more meaningful and relevant.

Vocational preparation serves a crucial role as an integral part of career education. The Consumer and Homemaking Program is indeed a unique development in the total Home Economics Program. It aids the students, both boys and girls, in understanding and becoming involved in the wise use of resources as a person in the dual role of employment and home responsibilities. There is a realization that the vital concern today, if young people are to be happy and successful, is for the development of a positive concept, family/community living, and orientation and exploration of careers for the individual student. Consumer Homemaking Education, as a part of career education, can help students determine values, goals, and self evaluation which will aid them in the decision-making skills and other vital living skills. To a great extent, the welfare and the happiness of their future families will depend on their ability to make decisions and use their money resources wisely.

WHAT IS CAREER EDUCATION?

Career Education is the total effort of public education and the community to help all individuals:

1. Become familiar with a work oriented society
2. To integrate these values into their personal values
3. To develop the ability to work so that it becomes possible, meaningful, and satisfying

Career Compentencies:

1. Develop appropriate appreciations and attitudes regarding careers
2. Develop self awareness as it pertains to careers
3. Develop decision-making abilities regarding careers
4. Develop educational awareness regarding careers
5. Develop career awareness
6. Develop economic awareness regarding careers
7. Develop realistic career goals
8. Develop competency awareness and beginning competence
9. Develop competence for a career
10. Develop the importance of careers and work for the indivudual and for society.

OBJECTIVES

The Family Living, Consumer Education course is an integral part of the total Home Economics program at Cumberland High School. This course has two objectives--(a) to prepare students for the dual role of homemaker and wage earner and (b) to emphasize the importance of personal decision making procedures related to consumer education. The program is designed to meet the needs of all students, but, especially, to meet the needs and the social and cultural conditions of the disadvantaged youth of the school's student population. The curriculum is designed to prepare students to enter advanced areas of study in practical, occupational, and consumer home economics areas with a knowledge of consumer roles and functions.

A. General Objectives

The general objectives of the consumer education semester of the course are:

1. to guide students in developing ability to manage money, buy goods, and buy services for the achievement of a higher level of living, reflecting their standards, goals, and values.
2. to prepare and assist those students who will be leading a dual role as wage earners and homemakers.

B. Specific Objectives

The specific objectives of the consumer education semester are:

1. students will know the role of the consumer in our economy;
2. students will identify personal attitudes related to roles individuals play in society and compare these roles with similiar data from another person or group;
3. students will explain conflicts when marriage partners view their roles differently;
4. students will show ways an individual can manage the many activities expected of them in the multi-role situation;
5. students can explain ways in which technology influences roles one plays during a lifetime;
6. students will be able to identify the six procedures of the problem solving process;
7. students will be able to use the problem solving process;
8. students will be able to determine tentative solutions to a problem;
9. students will be able to collect data and evaluate it in relation to problems;
10. students will be able to initiate and implement a problem solution and evaluate their actions;
11. students will be able to recognize the basic skills which may be used as dollar and labor saving practices;
12. students will identify their personal needs, wants, and goals and will demonstrate their ability to plan and manage their incomes according to wants, needs and goals by developing a plan for spending;
13. students will be able to analyze impulse buying and shopping errors;
14. students will explore the needs for a savings plan in addition to a spending plan;

15. students will investigate types of consumer credit and obtain facts on the purchase of specific items, evidence displayed by charge plates, promisory notes, conditional sales contracts, advertisements of consumer lending agencies, credit cards, etc.;
16. students will be able to list various agencies designed to aid consumers and explain the services offered by these agencies;
17. students will be able to list and explain laws concerning consumer credit and consumer practices;
18. students must be able to develop and display skills in handling the mathematics of shopping and buying by figuring sales tax, credit costs, etc. on items which they may purchase;
19. students will be able to recognize the range of choice open to the life insurance buyer and learn the basis for making choices among alternatives;
20. students will know the characteristics and uses of various types of health, automobile, and property insurance and be able to determine their relative value in relation to needs;
21. students will investigate the kinds of social insurance available and understand their places in a personal insurance program;
22. students will develop skill in planning, buying, and storing food;
23. students will learn to use labels, brands, grades, sizes, and prices as guides in buying foods;
24. students will learn to use available consumer aids;
25. students will understand that an individual can dress well even though he may not have much money;
26. students will develop the ability to analyze one's clothing needs and plan a clothing wardrobe;
27. students will learn the principles of clothing selection and acquire ability to use these principles in selecting a wardrobe that is both attractive and functional;
28. students will be able to use standards for judging the quality of construction in ready-made clothing;
29. students will know the fibers used in clothing and the relation of the fiber to the performance of the garment;
30. students will be able to recognize legal aspects of renting, buying and building a home;
31. students will be able to show that suitable housing is an investment in living;
33. students will become aware of the great number and variety of leisure time needs and wants and appreciate the importance of leisure time and its desired use;
34. students will recognize the rights and responsiblities of consumers when buying and using goods and services;
35. students will know how they can protect their consumer rights and accept their consumer responsibilities.

C. Program Management Objectives

1. During the next school year, the Consumer and Homemaking teacher will attend various workshops and meetings specifically related to Consumer Education.
2. During the 1975-76 school year, plans for an evaluation system of the Consumer and Homemaking contract will be revised by the teacher, other staff members, administrators guidance department, and vocational advisory council.

3. During the 1975-76 school year, the developmental learner objectives will be revised and up-dated by the consumer teacher.
4. During the summer of 1975, the consumer education teacher will participate in a workshop sponsored through the University of Illinois. The teacher will develop a demonstration packet to be distributed to people who visit the Comprehensive Illinois Occupational Education Demonstration Center at Cumberland next year.
5. During the 1975-76 school year, the consumer homemaking course will:
   a. develop attitudes and habits for successful employment
   b. develop a positive self-image which will promote self-esteem and motivation consistent with indiviudal potential
   c. provide experiences for students to assist them in evaluating their interests, abilities, values, and needs as they relate to consumer education topics studied.
6. During the 1975-76 school year, the consumer education program in home economics will become a part of the Comprehensive Illinois Occupational Education Demonstration Center.
7. During the 1975-76 school term, the consumer education teacher will work with the vocational advisory council to develop a list of resource personnel to use as speakers and places to visit for field trips.
8. During the 1975-76 school year, the consumer education teacher will revise and develop new activities and field trips which relate to the topics studied.

PROCEDURES OF IMPLEMENTATION

Consumer Education will comprise one-half of the course known as Family Living in the high school curriculum. Consumer Education will stress the role of the consumer in the family situation and deal with the consumer as a wage earner. The course will be taught by the home economics teacher. The following techniques will be utilized in instruction:

a. resource persons
b. utilization of visual aids
c. field trips
d. question-answer sessions
e. lectures
f. case studies
g. problem solving
h. buzz sessions
i. debates
j. round table discussions
k. role playing
l. demonstrations
m. oral reports
n. research papers
o. skits
p. displays
q. contrived incidents
r. learning activity packages
s. games

Consumer education will be offered on the twelfth (12) year (senior) level as one of two semesters comprising the course known as "Family Living." Consumer Education will be one semester in duration and will award one-half (½) Carnegie unit for completion. Twenty-four (24) students are enrolled for the 1975-76 academic year. Consumer education will emphasize human relationships applied to both family and employment situations; consumer finance; principles of management, including goals, values, decision-making, standards, and nature and use of resources; family economics; buymanship, including food, clothing, housing, furniture, appliances and services; insurance needs; taxes, all kinds; savings and credit; aids to the consumer; and laws and contracts.

CONSUMER EDUCATION COURSE OUTLINE

I. Consumer Economics in the American Economy (2 weeks)
  1. The study of consumer economics
  2. The American economy
  3. Basic economic decisions
  4. The consumer's role as a buyer
  5. Consumer problems in a changing economy
  6. Choices available in using resources for obtaining goods and services
  7. Factors which influence purchasing decision: economic factors involved in prices and price determination
  8. Techniques which lead to more effective purchasing: planning purchases
  9. Knowledge needed after buying

II. Preparing for Your Multi-roles (1 week)
  1. Activities an individual engages in during a lifetime
  2. Interrelationship of management skills as they effect the dual role of wage earner and homemaker
  3. Influence of resources
  4. Influence of technology
  5. Influence of values, goals, and standards on the perceptism of the multi-roles
  6. Conflicts and solutions arising from the multi-roles

III. Consumer Decision Making (1 week)
  1. Six procedures of problem solving
  2. Solving problems and problem situations
  3. Collecting and evaluating data
  4. Selecting desired action after examining all possible alternatives
  5. Implementing the solution
  6. Evaluating an action

IV. Managing the Family Income (2 weeks)
  1. Values and goals
  2. Needs and wants
  3. Resources
  4. Decision-making
  5. What a budget can do for you
  6. Planning your budget
  7. A family budget
  8. Savings and investments
    a. Stages in life cycles as they apply to objectives or goals for use of income
    b. Criteria for evaluating savings and investments
    c. Outlets for savings
    d. Ways to invest

V. Using Consumer Credit Wisely (2 weeks)
  1. What is consumer credit
  2. Types and sources of consumer credit
  3. Charge or pay cash
  4. Establishing credit
  5. Cost of using credit
  6. Forms of credit agreements
  7. Borrowing money
  8. Consumer credit laws

VI. Making Use of Insurance (1 week)
  1. The idea and implementation of insurance
  2. Types of life insurance-bases of choice among them
  3. Types of health, automobile and property insurance and their relative importance in planning a program of insurance
  4. Social insurance

VII. Principles of Good Buying (1 week)
  1. Plan your buying
    a. Fitting purchases into a long-range plan
    b. Keeping organized shopping information
    c. Know what you want
    d. Using price as a measure of value
  2. The consumer looks at advertising
    a. The consumer's stake in advertising
    b. Using advertising
    c. The seller's stake in advertising
    d. The effect of consumer response
  3. Using labels as buying guides
    a. The value of labels
    b. Processed foods
    c. Textiles and clothing
    d. The reliability of labels
  4. Brands and testing services
    a. The value of brands
    b. Private certification programs
    c. Magazines
    d. Private research laboratories
    e. Consumer-supported testing organizations
    f. Sizing up the situation

VIII. Buying Food (1 week)
  1. Eating and food buying habits
  2. Factors affecting the food budget
  3. Consumer aids and information
  4. Wise buying protection
  5. Food principles relating to the consumer

IX. Buying Clothing (1 week)
  1. Wardrobe planning
  2. Clothing selection
  3. Buymanship
  4. Performance of fabric in relation to fiber and finish
  5. Care and Maintenance of wardrobe

X. Renting or Owning a Home (2 weeks)
  1. Housing needs vary
  2. Advantages of renting
  3. Advantages of owning a home
  4. Buying an apartment
  5. Guides for choosing a homesite
  6. Style of architecture
  7. Financing housing
  8. Resale value
  9. Study buying guides to become a wise consumer

XI. Buying Furnishings and Appliances (1 week)
  1. Factors affecting choices in furnishings and appliances
  2. Principles of color and design
  3. Buying furnishings
  4. Arranging and caring for furnishings
  5. Buying appliances

XII. Buying services (1 week)
  1. Factors involved in shopping for services
  2. Criteria considered in selecting various service areas
  3. Procedures suggested to minimize servicing and repair costs

XIII. Using Leisure Time, Money, and Energy (1 week)
  1. Guideposts for leisure time activities
  2. Kinds of leisure time activities
  3. Success in home management

XIV. Consumer Taxes (1 week)
  1. Local taxes
  2. County taxes
  3. State taxes
  4. Federal taxes
  5. Tools of analysis
  6. Role and scope of deficit financing as related to taxation

XV. Consumer Rights and Responsibilities (1 week)
  1. Responsibilities when buying and using goods and services
  2. Consumer protection
  3. Government protection of the consumer
  4. Recent government legislation
  5. Consumer responsibilities toward education
  6. Government aids for consumers
  7. Your future in a changing economy

For Further Information Write:

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Toledo, IL 62468
217/923/3133

Mrs. Dorothy Lawson
CIOEDC Project Director
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R.R. 1
Toledo, IL 62468
217/923/3137

Consumer & Homemaking Consultant
Division of Vocational & Technical Education
Illinois Office of Education
100 N 1st. Street
Springfield, IL 62706
217/782/5800

W E C E P

WORK EXPERIENCE

AND

CAREER EXPLORATION PROGRAM

Courtesy, good grooming and a proficiency in communication skills, will help me keep a job.

CUMBERLAND UNIT DISTRICT 77

R.R. 1 Toledo, Illinois 62468

WHAT IS WECEP?

WECEP is a Work Experience and Career Exploration Program for 14 & 15 year old potential drop-outs. It is aimed at helping these youth to become motivated toward education by providing supervised work experiences and opportunities to explore various career options.

WHO SPONSORS THE PROGRAM?

In Illinois, the State Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, has contracted with a limited number of school districts to provide experimental Work Experience and Career Exploration Programs (WECEP). If and when the Child Labor Law is amended to lower the age factor for employment, other school districts can legally provide the program. The State Board utilizes funds appropriated for Part G of the Vocational Education Amendments of 1968 to reimburse schools. Funding for an experimental program is based on the coordinator's salary and travel, added costs to students and added costs to employers.

HOW ARE THE STUDENTS CHOSEN FOR WECEP?

Many people are involved in drawing up a list of possible WECEP students, the administration, guidance counselors, teachers, parents, and the WECEP coordinator. After a complete list is made of eligible students, the WECEP coordinator has a personal interview with each student. If the student is interested in the program, then a letter is sent to the parents asking their permission for the student to enter WECEP.

WHAT ARE THE CRITERIA FOR IDENTIFYING POTENTIAL DROP-OUTS?

1. Truancy
2. Chronic Absenteeism
3. Cannot accept school regulations.
4. One or more grades below academic achievement level.
5. Poor self-concept.
6. Low economic family background.
7. Non-acceptable social values.
8. Conflicts with the law.
9. Potential for educational success.

WHAT ARE THE DUTIES OF A WECEP TEACHER-COORDINATOR?

The teacher-coordinator supervises the program and performs the following duties.

a. Selects students.
b. Conducts in-school related class instruction.
c. Provides individualized study help.
d. Maintains records and prepares reports.
e. Coordinates WECEP Program with other educational programs.
f. Locates and supervises student work stations.

HOW IS THE COMMUNITY INVOLVED IN THE PROGRAM?

Work stations are a must in this type of program. Our business community has shown great interest in the value of the program and has provided advisement, exploration experiences and opportunities for work in a variety of work settings.

Mistakes in addition here could cost me my job.

WHAT IS INCLUDED IN THE WECEP PROGRAM?

Each student is required to attend a WECEP class for one period a day, may work up to three hours a day during the school day, and takes other courses required for graduation or courses specifically desired by the student.

WECEP CURRICULUM SUGGESTIONS

Year 1	**Year 2**
1. Objectives of program	1. Review objectives.
2. The working world & you	2. Review work experiences.
3. Understanding yourself	3. In depth critiques
4. Getting a job	4. Review
a. application forms.	a. application forms.
b. want ads, employment services.	b. want ads, employment services.
c. letters of introduction.	c. letters of introduction.
d. resumes and data sheets.	d. resumes and data sheets.
5. Keeping your job	5. Review & discuss case studies
6. Decision making.	6. Discuss results of last year's decisions.
7. Coping behaviors on the job.	7. Review & emphasize, solving problems
8. Occupations & lifestyles.	8. A new look at changed ideas.
9. Money management	9. Making new budgets
10. Consumer information.	10. Consumer problems & solutions.
11. Occupational safety	11. Review
12. Career information.	12. In depth individual studies.
13. Relation of school subjects to job competency requirements.	13. Review
14. Citizenship, law & youth	14. Review
15. Labor unions.	15. Apprenticeships.
16. Labor and wage laws.	16. Review
17. Taxes, and social security	17. Review
18. Making an occupational choice	18. Planning a course of action for occupational preparation.

ACTIVITIES: Field trips, speakers, films, work experiences, role playing and discussions.

WHAT HAPPENS IN A WECEP CLASS?

An informal atmosphere makes it possible for students to feel free to talk, to think, and to discuss things important to them and of value to their classmates. A curriculum is designed with problems encountered at school, home or on the job as a base of experience for discussion. Field trips, speakers, filmstrips, and individual exploration projects provide students with wider horizons and higher aspirations.

WHAT IS THE TEACHER-STUDENT RATIO?

The Illinois Division of Vocational and Technical Education who funds and monitors this project, suggest 12-25 students for a full time coordinator. Cumberland's coordinator was hired on a half time basis and was assigned 12 students.

Maintaining clean and orderly working conditions is a basic and important job in any business or industry.

WHAT BENEFITS DO THE STUDENTS RECEIVE IN THIS PROGRAM?

Students have displayed a greater sense of responsibility for themselves in the classroom after assuming job responsibilities. The grade point average increased for eleven out of twelve students. Ten of the twelve students showed a marked decrease in absenteeism. Also referrals for disciplinary problems decreased tremendously. All of these factors helped to change the student's self concept which affected the concept others held of him.

While on the job students received wages which provided extra money which teenagers desire. The salaries ranged from $1.25 to $2.10 per hour. The salary depended on the type of business for which they were working. Some businesses because of the number of employees or gross income are required to meet the federal minimum wage law. The students in the WECEP Program are eligible for the subminimum wage which is 75% of the minimum wage. (A federal form 205 MUST be filled out and mailed to the U.S. Department of Labor to apply for the permission to pay at the sub-minimum wage. This form must be postmarked before the student starts to work.)

Students are able to supplement their finances with a job as well as work closely with a coordinator who understands their needs and problems. Scheduling work, courses and getting to work on time present some administrative problems, but provide student insight as to the concern educators have in providing the best and most productive experiences for their students.

WHAT TYPES OF WORK EXPERIENCES ARE AVAILABLE TO A 14 OR 15 YEAR OLD STUDENT?

Because of their age, inexperience and low level of competency, the students are placed in low risk jobs allowed under the child labor laws. These include grocery stock boy, office aide, waitress, janitor, warehouse helper, laundry aide, and sales clerk. These experiences provide on the job knowledge of the career ladders, and opportunities to identify occupational areas which appeal to the interests and abilities of the students.

WHAT ARE SOME OF THE EXPENSES ENCOUNTERED IN A WECEP PROGRAM?

Other than the coordinator's salary, the main expense is transportation. Since these students cannot provide their own transportation, it is provided by the school. Most of this is done in the school mini-bus, but at various times the coordinator, secretaries, and administrators pitch in to get a student to or from a job. Coordinator transportation expense is for visiting prospective employers and visiting students on the job. Some times special equipment, uniforms or physicals are required for employment. Funds are budgeted to pay for these and other student related costs. Also written into the budget should be money to reimburse employers for the difference between what the student must be paid and what they can produce. Because of the fine cooperation of our employers and the competency of our students, this money was not needed last year. With the continued support of the community, the administration and school board, we will be able to provide as successful a program in the future, which will enable more of our students to become productive, contributing citizens.

WOW!
Do they really use all these linens in the motel business?

For additional information please call or write:

Sharon Full, WECEP Coordinator
Cumberland High School
R.R. 1
Toledo, IL 62468
217/923/3133

Dorothy Lawson, CIOEDC Project Director
Cumberland District 77
R.R. 1
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Special Programs Unit
Division of Vocational and Technical Education
Board of Vocational Education and Rehabilitation
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

SAMPLES OF INSTRUCTIONAL UNITS

I. Title: Careers in Movie Making

II. Submitted by: Holly Glosser

III. Subject Area: Drama

IV. Grade Level: 10-12

V. General Career Education Objective:

-Provide students with on the job experience in film making

VI. Specific Career Education Objective:

-The students will learn how to plan a film by use of a script or story board.
-The students will make a film from the ideas shown by the script or story board.
-The students will learn to edit film.
-The students will produce a suitable sound track for the story/film.

VII. Activities:

-Students will be divided into groups of four or five and each group will plan and produce a 3 to 4 minute film.

VIII. Evaluation:

-Critique of each student film by teacher and students

IX. Materials:

-Movie film/possibly equipment

X. Community Resources:

-Commerical photographers
-Instructors of film making university courses

I. Title: The Theatre

II. Submitted by: Holly Glosser

III. Subject Area: Drama/Speech

IV. Grade Level: 10-12

V. General Career Education Objective:

-Provide the students the opportunity to work at technical theater jobs to identify their interests and abilities in this field.

VI. Specific Career Education Objective:

-The student will have the opportunity to work in a job area in the field of theatre.
-The student will explore the lifestyle and educational requirements needed for a career in the theatre.

VII. Activities:

-Select a play
-Prepare and present the play which will include directing, acting, costuming, set designing and program designing

VIII. Evaluation:

-Student self-evaluation as to wishes to pursue a theatrical career

IX. Materials:

-Scripts
-Costumes
-Materials for the set

X. Community Resources:

-Community Play House
-University Theater

I. Title: Child Care Occupations

II. Submitted by: Eleanor Shadley

III. Subject Area: Child Care Occupations

IV. Grade Level: 9-10

V. General Career Education Objective:

- Provide an orientation to Child Care Occupations.
- Provide an opportunity to use decision making skills.

VI. Specific Career Education Objective:

- The student will be able to analyze previous career decisions and make or provide reinforcement for their present decisions.
- The student will be able to list various careers a child care worker might chose and identify the competencies required for each.
- The student will be able to describe the training and professional education necessary for each of the careers studied in this course.
- The student will be able to list five sources of information on the training of child care workers.
- The student will be able to list some skills a child care worker would need and how they would be used.

VII. Activities:

- Pre-test on "self-awareness"
- Research particular child care occupations
- Interview people on the job and in-training
- Interview non-licensed child care workers
- Discuss films on different aspects of child care
- Visit nursery schools and Day Care Centers
- Post-test on "self-awareness"

VIII. Evaluation:

- List goals of a child care worker
- List activities and skills used in child care work
- Write a paper on how one makes a decision regarding a career in child care occupations.

IX. Materials:

- Films
- Books

X. Community Resouces:

- Day Care Center
- Nursery School Teacher

I. Title: Nursing

II. Submitted by: Phyllis Sowers

III. Subject Area: Health Occupations

IV. Grade Level: 9-12

V. General Career Education Objective:

-Provide an awareness of the many specialized health occupations involved in patient care.

VI. Specific Career Education Objective

-The student will be able to select a patient care occupation for a specialized study by level of education required and the type of task of greatest interest to student.

VII. Activities:

-provide opportunities to practice skills
-field trips to nursing home, hospital and school of nursing
-provide role playing activities to identify roles and tasks involved in team nursing

VIII. Evaluation:

-The student will be able to list areas of specialization in nursing and required training
-Observe performance in role playing

IX. Materials:
-Slides and tapes to make a slide tape presenation of Health Occupations and Health Occupational brochures
-Equipment for practice

X. Community Resources:
-field trips to nursing home and hospital
-speakers- students nurses, head of nursing home, and nurses at hospitals and nursing schools

I. Title: A Survey of Vocational Art

II. Submitted by: Susan James

III. Subject Area: Art

IV. Grade Level: 9-12

V. General Career Education Objective:

-Provide an awareness of art in terms of salable skills

VI. Specific Career Education Objective:

-The students will gain a knowledge of several different art jobs through work experiences.
-The students will become aware of types of assignments encountered in the jobs as well as experience working on a problem found in that job.

VII. Activities:

-Field trips
-Interviewing
-Taping
-Actual work assignment in each area

VIII. Evaluation:

-Discussion
-Grading written and art work

IX. Materials:

-Slides
-Tapes

X. Community Resources:

-Fine art's studio
-Sign painter
-Commercial advertiser
-Work stations

I. Title: To Succeed: Read

II. Submitted by: Linda Inman

III. Subject Area: Remedial Reading

IV. Grade Level: 9-12

V. General Career Education Objective:

-Provide motivation for reading which in turn provides career information.

VI. Specific Career Education Objective:

-The student will gain occupational information by reading materials which are of high interest but at their reading level.

VII. Activities:

-Reading Lab

VIII. Evaluation:

-Diagnostic tests

IX. Materials:

-Filmstrips
-Cassettes
-Books
-Worksheets
-Games
-Puzzles
-Work related forms

I. Title: From Green Grass to Green Backs (Individualized Learning Pack)

II. Submitted by: Gene Throneburg

III. Subject Area: Physical Education

IV. Grade Level: 9-12

V. General Career Education Objective:

-Provide an understanding, appreciation and basic knowledge of the requirements for the career of a golf course superintendent.

VI. Specific Career Education Objective:

- The student will learn that society is dependent upon the productive work of responsible individuals.
- The student will become aware of his interests and whether he has the personal qualities needed for this occupation.
- The student will see how day by day decision making can make a great deal of difference in a final goal.
- The student will see a relevance between school subjects and this occupation.

VII. Activities:

- Visit a golf course
- Interview a golf course superintendent
- Observe workers on the job
- Experiment with plants
- Relate attitudes toward lawn trimming and mowing
- Plan and draft a model golf course
- Research how geographical settings affect golf course planning and maintenance
- Identify golf course equipment
- Compile a set of golf course budgets
- Make a poll to determine percentage of family budget that goes to recreation
- Compile a list of salaries and fringe benefits earned by golf course superintendent
- Get work experience on a golf course

VIII. Evaluation:
-Individual interviews

IX. Materials:

- Learning Pak
- Plants and Seeds
- Books
- Filmstrips

X. Community Resource:

-Golf Course personnell

I. Title: Put Your Foreign Language To Work

II. Submitted by: Joanne Chacon

III. Subject Area: Spanish

IV. Grade Level: 8-12

V. General Career Education Objective:

-Provide a relevance between development of foreign language competencies and future careers.

VI. Specific Career Education Objectives:

-Students will identify occupations in which knowledge of a foreign language is a plus.
-Students will identify sources of job placement emphasing foreign language competencies.
-Students will develop basic foreign language competencies.

VII. Activities:

-Identify settings where bi-linqual skills are needed
-Prepare dialogues simulating bi-linqual situations
-Read want ads and placement ads for jobs requiring bi-linqual competencies
-Provide application forms, etc. in a foreign language
-Develop foreign language competency

VIII. Evaluation:

-Student's interest and performance in activities

IX. Materials:

-Books
-Newspapers
-Worksheets
-Films

X. Community Resources:

-Bi-linqual speaker

I. Title: Crafts for Creative Careers

II. Submitted by: George Reisner

III. Subject Area: Industrial Arts

IV. Grade Level: 9-12

V. General Career Education Objective:

-Provide students with a basic understanding of the various crafts and careers pertaining to the home hobbiest and those affiliated with industry.

VI. Specific Career Education Objective:

-The student will develop an understanding of the importance of careers and their contributions to society.
-The student will be able to relate his personal values and the influence of others on the various career choices.
-The student will be aware that his career decision is somewhat flexible.
-The student will develop skills that can be used in some occupations.
-The student will explore various Industrial Arts careers and identify the competency requirements.

VII. Activities :

-Demonstrate the use of tools
-Identify problems and solutions to wood working projects
-Study lumber growth and its manufactured products
-Demonstrate properties of various cement
-Demonstrate properties of various plastics
-Demonstrate properties of various leathers
-Demonstrate properties of various art leathers
-Identify work settings and life styles of craftmen
-Select a media and execute a product

VIII. Evaluation:

-Teacher observations of completed projects

IX. Materials:
-Tools
-Wood
-Metal
-Plactis
-Leather

X. Community Resources:

-Craftsmen
-Hobby shop

I. Title: A Day in the Life of a Secretary

II. Submitted by: Carolyn Barbour

III. Subject Area: Business

IV. Grade Level: 11-12

V. General Career Education Objective:

-Provide students with a simulated office practice activity

VI. Specific Career Education Objective:

-The students will understand the tasks required within their career choice
-The students will improve skills
-The students will become aware of individual responsiblity on a job
-The students will prepare a pro and con list for a business career decision
-The students will explore career possibilities according to interests, skills and abilities
-The student will develop an understanding of the employer's role.

VII. Activities (designed to accomplish objectives):

-Simulated office activities
-Introduce Business occupations via filmstrips, field trips and speakers

VIII. Evaluation:

-Scoring of activities

IX. Materials:

-Standard office equipment
-Worksheets

X. Community Resources:

-Business Office

I. Title: Out of the Frying Pan into the Fire

II. Submitted by: Deanna Pease

III. Subject Area: EMH and Learning Disabilities

IV. Grade Level: 9-12

V. General Career Education Objective:

-The student will develop an appreciation and understanding for the need of home making skills which are also required in some occupations in the "World of Work".

VI. Specific Career Education Objective:

-The student will develop an awareness of his need for homemaking skills.
-The student will become aware of the educational competencies required to perform homemaking activities.
-The students will identify occupations requiring homemaking skills.
-The student will develop some budgeting skills.
-The student will develop basic homemaking skill competencies.

VII. Activities:

-Demonstrate good grooming and manners
-Role play acceptable and unacceptable levels of grooming and manners
-Make a bulletin board showing occupations related to grooming
-Demonstrate food preparation
-Taste testing of new foods
-Identify occupations in the food industry
-Demonstrations on care of clothing
-Sew simple articles
-Bulletin board of clothing tags giving cleaning instructions
-Identify occupations in the clothing care industry
-Field trips to yard goods store, clothing manufacturing, cleaning establishment, restaurant, barber shop and/or beauty parlor

VIII. Evaluation:

-Teacher observation
-Improvement in grooming and manners
-Skills in food preparation, care of clothing and acceptance of responsibilities, knowledge of occupations requiring the student's level of competencies

IX. Materials:

-Cooking equipment
-Cleaning and sewing equipment
-Grooming tools

X. Resources:

-Films
-Books
-Clothing factory
-Restaurant
-Yard goods store
-Cleaning establishment

I. Title: Employment Opportunities in the Clothing Manufacturing and Care Industries

II. Submitted by: Deanna Pease

III. Subject Area: EMH and Learning Disabilities

IV. Grade Level: 9-12

V. General Career Education Objective:

-Introduce students to occupations available to them in the clothing industry.
-Provide some beginning competencies in clothing construction and care.

VI. Specific Career Education Objective:

-The student will determine the personal qualifications needed to secure various jobs.
-The student will develop basic skills in simple sewing and clothing care
-The student will gain an understanding of the work habits desired by employers.

VII. Activities:

-Measure yard goods
-Construct a simple product using a pattern
-Identify various types of materials and select the correct materials and methods for cleaning
-Set up an assembly line for producing a product including pattern cutter, sewer, turner, presser, inspector and packer
-Visit a clothing manufacturing factory
-Visit a laundromat and dry cleaning establishment

VIII. Evaluation:

-Pre and post test for diagnostic purposes
-Teacher observation

IX. Materials:

-Sewing equipment
-Materials of different composition
-Cleaning equipment

X. Community Resources:
-Professional seamstress
-Professional clothing cleaner
-Filmstrips on construction and care of clothing

APPENDIX D

* CONCEPTUAL FRAMEWORK AS DESIGNED BY THE "ENRICHMENT OF TEACHER AND COUNSELOR COMPETENCIES IN CAREER EDUCATION" EASTERN ILLINOIS UNIVERSITY

** CAREER AND GOAL STATEMENTS FROM "THE NATIONAL STANDARD CAREER EDUCATION MODEL" EDUCATIONAL PROPERTIES, INC.

FIGURE 6

DEVELOPMENTAL DIMENSIONS
SCOPE AND SEQUENCE

DIMENSION	MAJOR CONCEPT	SUBCONCEPTS FOR EXPERIENCE LEVELS READINESS THROUGH SIXTH						
		READINESS LEVEL	FIRST LEVEL	SECOND LEVEL	THIRD LEVEL	FOURTH LEVEL	FIFTH LEVEL	SIXTH LEVEL
COPING BEHAVIORS	Certain identifiable attitudes, values, and behaviors enable one to obtain, hold, and advance in a career.	An individual should learn to cope with authority exercised by others.	An individual should learn to cope with the rights and feelings of others.	An individual should learn how to give and take criticism.	A contribution to group effort can be made by demonstrating ability to both compromise and exercise influence in achievement of group goals.	Certain behaviors are appropriate to specific job settings.	There is a universality of feelings and aspirations of all people--regardless of physical appearance, nationality, creed, sex, or ethnic background.	There are effective interpersonal relations skills for giving or evaluating instructions.
	Individuals can learn to perform adequately in a variety of occupations and occupational environments.	Different skills are required for different tasks.	Several skills may be required to perform a given task.	Some skills can be transferred from one job to another.	Performance requirements for a job vary with the work setting.	Performance requirements for a job may change with time.	It is important for a person to be able to make the transition from one job to another.	There are characteristics which differentiate between occupations--both within and between job families.
DECISION MAKING	Life involves a series of choices leading to career commitments.	Choice means "making up one's mind" and there are certain situations where one can make choices.	Things change and these changes influence the choices and decisions one makes.	An individual's decisions affect himself and others.	People change and these changes influence the choices and decisions one makes.	Decision making involves risks.	Decision making can precipitate chain reactions.	Previous decisions, peers, gratifications, needs, interests, and career information influence present and future decisions.
	Basic components of the decision-making process can be applied to the establishing of personal goals and the making of career-related decisions.	An individual should recognize what "a goal" is and learn how to set one's own goals.	Problems which conflict with one's goals can be identified and assessed.	An individual should consider alternative ways to reach a given goal.	Decision making plays a role in the setting of immediate and long-range goals.	The decision-making process can be used to set priorities in developing personal goals.	Setting goals can be enhanced by analyzing decision-making processes.	The decision-making process can be used to determine one's preferences, at that point in time, between various job families.

FIGURE 6 (CONT'D.)

DEVELOPMENTAL DIMENSIONS
SCOPE AND SEQUENCE

DIMENSION	MAJOR CONCEPT	SUBCONCEPTS FOR EXPERIENCE LEVELS READINESS THROUGH SIXTH						
		READINESS LEVEL	FIRST LEVEL	SECOND LEVEL	THIRD LEVEL	FOURTH LEVEL	FIFTH LEVEL	SIXTH LEVEL
LIFESTYLE	Work affects an individual's way of life, in that a person is a social being, an economic being, a family being, a leisure being, and a moral being.	Most people work and there are many reasons why people work.	Family members perform work they are capable of performing, responsibilities are shared, and the family is an interdependent unit.	Lifestyles within a community differ.	Relationships exist between a person's occupation and the people with whom a person tends to associate.	Moral principles are an integral part of one's work life.	Relationships exist between desired lifestyles and career monetary rewards.	Leisure-time activities and interests may lead to a career, and one's career may, in turn, affect the amount and use of leisure time.
SELF-DEVELOPMENT	An understanding and acceptance of self is important.	Awareness of oneself within the context of the family structure is important.	An individual experiences various roles--friend, student, group member, etc.	There are certain physical, social, and emotional characteristics which make an individual unique.	An individual's feelings relative to happiness, fear, anger, loneliness, etc., are diverse.	A person's membership in a group affects the group as well as himself.	Interests and abilities mature and change as well as one's physical being.	There is a relationship between an individual's knowledge and acceptance of self and his career preference.
	Social, economic, educational, and cultural forces influence self-development.	An individual is influenced by other people.	The school can provide an opportunity to enhance self-development.	An individual's feelings and the feelings of others relate to commonly held beliefs and customs.	Groups outside of school influence an individual's personal development.	An individual is influenced by economic forces.	Changes in an individual influence his environment and changes in environment influence him.	An individual's values and personal goals are influenced by the values of other people.
	Individuals differ in their interests, aptitudes, values, and achievements.	An individual should be aware of the tasks that he performs and begin to determine his interests in these tasks.	An individual's interests, aptitudes, values, and achievements are not always the same as those of his peers.	An individual has social, physical, and intellectual aptitudes for various tasks.	Individuals differ in their physical characteristics.	Achievements in school and out of school are often dependent upon interests, aptitudes, and values.	An individual can differentiate between himself and others in terms of interests, aptitudes, values, and achievements in and out of school.	There is a relationship among interests, aptitudes, achievements, values, and occupations.

* INTERACTION DIMENSIONS

ATTITUDES AND APPRECIATIONS

1. Major Concept

Society is dependent upon the productive work of individuals.

Subconcepts

Completion of a worthwhile task has value for the worker and for society.

Work involves the acceptance of responsibility for a task.

A great many tasks can be performed by men or women.

Most occupations include common expectations, such as punctuality, dependability, and avoidance of excessive absense.

A given work setting requires certain policies and procedures.

Specialized occupations result in an interdependent society.

CAREER INFORMATION

1. Major Concept

Basic career information will aid in making career-related decisions.

Subconcepts

Occupations may have certain dress requirements.

Occupations require the use of specific materials and equipment.

Occupations have their own vocabularies.

The individual worker determines which aspects of an occupation may be unpleasant or pleasant.

Occupations have their own work settings.

Occupations require special personal characteristics.

Earnings vary with occupations.

Career development includes progression through stages of educational and occupational training.

Cost of training for occupations vary.

Technological, economic, social, and political factors influence supply and demand of jobs.

EDUCATIONAL AWARENESS

1. Major Concept

Educational skills and experiences are related to the achievement of career goals.

Subconcepts

Skills and knowledges in subject areas are helpful in occupational competence.

Career-oriented learning may take place in or out of school.

Learning is a lifelong process.

Learning achievement depends upon effort and ability.

**

Grade	KINDERGARTEN	FIRST	SECOND	THIRD
Appreciations and Attitudes	Understand the importance of each individual in the function of the home.	Learn to appreciate all individuals in the school setting.	Be aware of the importance of getting along with other people.	Realize the contribution of community members to the student & others.
Self Awareness	Understand the rights & responsibilities of the individual at home and school.	Know the importance of "self" as an individual and as a worthy member of groups.	Be aware of the capabilities & limitations of individuals.	Recognize attitudes toward learning tools & their value in achieving individual goals.
Decision Making	Become aware of cause & effect in making decisions.	Be aware of the consequences of personal decision-making.	Analyze alternatives to problems & be able to express them verbally & in written form.	Identify components of decision-making process.
Educational Awarness	Be aware of roles in the home and similar roles in the school.	Understand the simularities & differences between home roles & school roles.	Relate basic skill development to life roles within the community.	Understand the similarities and differences between life roles & learned skills.
Career Awareness	Know the jobs of home members and school personnel.	Relate home & school jobs to community functions.	Gain a knowledge of jobs necessary to maintain the community & their dependency on each other.	Compare local jobs to jobs in general.
Economic Awareness	Identify within the home unit: What is available, needed, wanted, luxury.	Be aware of the exchange of goods and services.	Understand the money exchange system vs. the barter system.	Understand our monetary system.
Skill Awareness	Identify different tools for different careers.	Be aware that school is a job that requires mastery of basic skills for success.	Understand the use of various communication tools & their effect on life-style & future career choice.	Understand the use of additional tools & their effect on life-style & future career choice.
Employability Skills	Understand the need to share and cooperate to complete tasks.	Acquire the ability todevelop rules with others, accept direction & take responsibility.	Identify styles of interaction that contribute to individual & group goals.	Understand how to resolve personal conflict between individual and group goals.

**

FOURTH	FIFTH	SIXTH	SEVENTH	EIGHTH
Be aware of the wage earner's job & how it affects the home unit.	Analyze working roles as to advantages and disadvantages.	Understand the relationship between occupations & their growth and development.	Appreciate all forms of human endeavor and work.	Understand the impact of work in one's life & resulting need to make a meaningful career choice.
Relate the mastery of educational skills to individual success.	Be aware of the individual's rights and responsibilities as a worker.	Select career clusters as related to individual strengths and weaknesses.	Choose career clusters as related to interests and abilities.	Develop self perception of abilities and interests as related to actual career requirements.
Realize the need for goals in life-style decision.	Apply decision making process to school related Problems.	Apply the decision-making process to home and social related problems.	Weigh long & short range effects of different alternatives to specific problems.	Apply decision-making process to study of careers.
Be aware of individual strengths & weaknesses as related to peer groups.	Understand the relationships between the role of the individual his environment & and roles of selected adults.	Understand the relationships between people & their effect on the accomplishment on tasks.	Identify and understand values as they relate to life-style.	Identify present life-style and conditions determining that style.
Group cluster jobs according to similarity of job performances.	Understand the impact of career clusters on life-styles.	Recognize abilities and skills required for various career clusters.	Understand the relationships between attitudes and values and career clusters.	Understand the relationships between interests & abilities and career clusters.
Understand the process of production & distribution of goods and services.	Be aware of the law of supply and demand.	Understand that specialization creates an interdependent society.	Develop the concept of management of finances (earning, spending borrowing, savings).	Understand economic potential as related to career clusters, i.e., relate cost of entering a field to future expected income.
Understand & master the use of tools for measurement & extension of energy in simple machines	Participate in & understand the Processes of mass production.Mastery of several measurement tools.	Understand tools & processes used in research. Simple machines combined to produce complex machinery.	Master the use of tools & processes used in research in the physical & social sciences. Understand use of tools in selected career clusters.	Use basic tools found in career clusters.
Participate in active groups in order to develop individual & group goals.	Understand how to relate the school environment to society at large & the need for structure and order.	Identify the individual's role in society & its effect on increased personal satisfaction & improved group achievement and morale.	Understand the social and personal relationship and their effect on employment.	Relate personal & social interaction skills to career clusters.

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Grade	NINTH	TENTH	ELEVENTH	TWELVETH
Appreciations and attitudes	Relate attitudes and awareness to specific or related job clusters.	Understand the importance of all careers and their contribution to society.	Make a commitment to the selection of a career based on individual attitudes, values and education.	Understand the tasks required within chosen job cluster(s) and develop the specific skills needed.
Self Awareness	Build reality awarness perception of "where I am compared to where I want to be."	Relate personal values and influence of other's values on career choices.	Modify and/or accept differences between the individual's personal values & the influence of others on career choices.	Develop self confidence in anticipated career choice.
Decision Making	Analyze and refine previous career decisions based on counseling, work experience and all available information.	Select a career cluster for in-depth analysis.	Choose a tentative career.	Be aware that career decisions are flexible at the expense of time, effort and money.
Educational Awareness	Determine a tentative personal schedule to acquire necessary and desired special skills.	Acquire special skills needed for predicted or desired life-style.	Assess and implement a personal plan to obtain the necessary of required special skills.	Plan the acquisition of the necessary skills remaining for a chosen life-style.
Career Awarness	Based on understanding of interests, values & abilities,study career clusters. Survey courses in career clusters.	Explore the career clusters in-depth based on interests, values & abilities. Gain planned work experience.	Identify necessary abilities required in selected careers.	Reassess abilities interests, and attitudes according to selected career & life-style Determine further requirements needed
Economic Awareness	Understand the Tools of Business: Read & interpret tables. graphs & charts used as a consumer.	Relate legal & financial consideration to career clusters in general.	Understand the relationship of legal & financial consideration to a specific career cluster & personal & family matters.	Understand the financial & legal instruments that govern & protect the worker. Relate this to various roles assumed in the economy.
Skills Awareness	Match necessary skills and processes with selected career clusters.	Match individual abilities and interests with skills & processes needed in career clusters	Develop skills basic to the chosen career cluster.	Master the skills basic to chosen career cluster & develop skills related to a specific job.
Employability Skills	Understand the skills necessary to acquire, maintain and progress in employment.	Develop personal and social interaction skills related to in-depth study of one career.	Develop employability skills necessary for the anticipated job. Plan alternatives for job placement.	Explore at least three alternatives for job placement through work experience.

APPENDIX E

PROGRAM MANAGEMENT TOOLS

FOLLOW-UP STUDY OF CUMBERLAND HIGH SCHOOL GRADUATES

Dear Graduate:

Each year the Cumberland High School staff asks graduates to evaluate their school education. Many of the graduates provide us with valuable information that assists us in changing our curriculum to meet the interest and needs of our students. This year we would also like to have your employer evaluate your high school preparation for the job you now hold. Your permission is requested on the back of this survey. We will appreciate your completing this questionnaire and returning it to the high school office in the attached postage prepaid envelope. Thank you for participating in our follow-up survey of Cumberland High School Graduates.

A. Please Check (✓) the Appropriate Answer (s)

1. Occupational Status

a. ____ Going to school
b. ____ Working full time
c. ____ Working part time
d. ____ Looking for a job
e. ____ Undecided what you want to do
f. ____ In the military service
g. ____ Homemaker
h. ____ Other ______________________________

2. Courses taken at CHS in:

a. ____ Industrial Arts
b. ____ Business
c. ____ Agriculture
d. ____ Health Occupations
e. ____ Home Economics
f. ____ English
g. ____ Social Studies
h. ____ Science
i. ____ Math

B. For Everyone

1. Rate the assistance you received while at Cumberland High School: (Circle the number of the response that best describes that assistance)

Very Helpful	Helpful	Some Help	No Help	Never Asked for Help		
1	2	3	4	5	a.	Planning your high school programs
1	2	3	4	5	b.	Information about occupations
1	2	3	4	5	c.	Information about entering college, technical school, or armed forces
1	2	3	4	5	d.	Interpretation of test scores
1	2	3	4	5	e.	Information about scholarships, grants and apprenticeships
1	2	3	4	5	f.	Filling out applications
1	2	3	4	5	g.	Getting a job
1	2	3	4	5	h.	Personal problems
1	2	3	4	5	i.	High School training for job
1	2	3	4	5	j.	Other. Please explain ______________________________

2. What was hardest for you when you first began working (Circle only ONE)

1. Learning where things were located, the routine, how machines operate, job terminology, etc.
2. Performing certain job tasks
3. Speed
4. Getting along with the public (patients, customers)
5. Working with fellow workers
6. Patience, courtesy, initiative, self-control
7. Making decisions
8. Managing time efficiently
9. Learning to do things the bosses' way
10. Self-confidence, overcoming nervousness
11. Nothing
12. Everything

3. Did you have a job while you were in high school? Yes ____ No ____
4. Was it a job sponsored by one of the school work programs? Yes ____ No ____
5. What types of work did you do?______________________________

____

6. Did the preparation you received at Cumberland High School prepare you for what you are doing now?
Yes____ No ____ Please comment: ______________________________

____

7. If you had it to do over in preparing for the future, what changes would you make in your High School preparation? ______________________________

____

8. What courses would you like to see added to our curriculum? ______________________________

____

C. For Those Who Continued Their Education

1. Name of school ____________ 2. Where ____________ 3. Date Entered ________
4. Type of school ____________ 5. Area of study ____________
6. Circle highest grade level completed: 12 13 14 15 16 17

D. For Those Who Entered the Service

1. Which branch are you in? ____________ Enlisted ____ Drafted ____
2. Do you plan to make the military your career? Yes ____ No ____
3. Are you receiving training for a future job? Yes ____ No ____
Explain ____________

E. For Those Employed

1. Present job title and/or job description ____________
2. Employed by ____________ Length of Employment ____________
3. Address ____________
Street City State Zip
4. What other jobs have you held since leaving Cumberland High School? ____________

F. *In order to gain additional information as to the quality of our occupational preparation programs, we wish to send a similiar survey to your present employer. Do we have your permission to use your name as a graduate of our programs and an employee of theirs? Yes ____ No ____ Signature ____________*

FOLLOW-UP STUDY OF CUMBERLAND HIGH SCHOOL GRADUATES

CUMBERLAND HIGH SCHOOL
R. R. #1
TOLEDO, IL 62468

Non-Profit Org.
U.S. Postage
PAID
Greenup, Ill.
Permit #12

FOLLOW-UP STUDY OF CUMBERLAND HIGH SCHOOL GRADUATES

Dear Employer:

Each year the Cumberland High School staff asks graduates to evaluate their high school education. Many of the graduates provide us with valuable information that assists us in changing our curriculum to meet the interest and needs of our students. This year we are asking the employers to render a vital service to public education by evaluating the job preparation of those graduates (permission to send a survey to the employer was given by the graduate). We will appreciate your completing this questionnaire and returning it to the high school office in the accompanying postage prepaid envelope. Thank you for participating in the Follow-up Study of Cumberland High School Graduates.

1. Is ______________________________ an employee of yours? Yes____ No ____

If no:

a. Was this person ever employed by you? Yes ____ No ____
b. For how long? ______________________________ (Number of Months)
c. Reason for leaving your employ ______________________________
____
d. Name and address of his current employer (if known) ____
____

Complete all questions you can, even if the person is no longer in your employment

2. What is your position in relation to the employee named above?
Employer ____ Supervisor ____ Other ______________________________ (write in)

3. What is the title of the job for which this employee was hired? ____________________

4. Length of time in your employment. ______________________________

5. Please rate this employee's preparation for the job for which he was hired:

No preparation	Inadequate Preparation	Adequate Preparation	Exceptional Preparation	Not Applicable	
1	2	3	4	5	a. Job know-how: application of technical knowledge and skill
1	2	3	4	5	b. Use of tools and equipment
1	2	3	4	5	c. Selection and care of space, materials, and supplies
1	2	3	4	5	d. Quality of work: ability to meet quality demands
1	2	3	4	5	e. Quantity of work: satisfactory output
1	2	3	4	5	f. Cooperativeness: ability to work with others
1	2	3	4	5	g. Accepting advice and supervision
1	2	3	4	5	h. Dependability: thorough completion of a job without supervision
1	2	3	4	5	i. Initiative: doing jobs that need doing
1	2	3	4	5	j. Attendance: reporting for work regularly and punctually
1	2	3	4	5	k. Appearance: presenting a business image
1	2	3	4	5	l. Willingness to learn new skills
1	2	3	4	5	m. Being able to talk to the boss about job related problems
1	2	3	4	5	n. Serving the public, patient, etc.
1	2	3	4	5	o. Safety habits: minimizing chance for accidents
1	2	3	4	5	p. Integrity: trustworthy, honest, and loyal
1	2	3	4	5	q. Leadership: qualities of understanding people and directing work of others

6. How would you rate the preparation of the employee named above for the kind of job held?
Very adequate ____ Adequate ____ Inadequate ____

7. What was the hardest for this employee to learn when he first began working (circle only ONE)

1. Learning where things were located, the routine, how machines operate, job terminology, etc.
2. Performing certain job tasks
3. Speed
4. Getting along with the public (patients, customers)
5. Working with fellow workers
6. Patience, courtesy, initiative, self-control
7. Making decisions
8. Managing time efficiently
9. Learning to do things the bosses' way
10. Self-confidence, overcoming nervousness
11. Nothing
12. Everything

8. Make additional comments or suggestions that would improve the High School work preparation program. ____

____

____

FOLLOW-UP STUDY OF CUMBERLAND HIGH SCHOOL GRADUATES

CUMBERLAND HIGH SCHOOL
R. R. #1
TOLEDO, IL 62468

Non-Profit Org.
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Permit #12

LAKE LAND COLLEGE

MATTOON, ILLINOIS

OCCUPATIONAL STUDENT INFORMATION SYSTEM

The following step by step procedure will constitute the student placement and follow-up procedure for Lake Land College. All students who declare an occupational major will enter the Occupational Student Information System and remain as part of the data system until such time as he/she no longer is enrolled actively in an occupational curriculum.

Each division will be responsible for collecting and reporting all necessary data and reports. Each division may choose its own structure or methods for gathering data.

Only the standard forms supplied will be acceptable for placement office use. If additional information is desired by a specific program, additional sheets may be attached to the standard forms.

1. Student Intent Collection
   - A. Each student indicates his intent for enrolling in the occupational program on the standard Lake Land application form.
   - B. The intent data will be recorded, processed, and printed out by the computer center. Copies of the data will be sent to the Division Chairmen.
   - C. Division Chairmen will summarize the curriculum runs on the report form "Initial Enrollment by Student Intent" and forward to the placement office. The intent print-outs should be retained by the Division Chairmen for future reports.

2. Preparation of Student Data Cards.
   - A. The Placement Office will supply each division with student data cards.
   - B. By mid-term of each quarter, complete two student data cards for each student in each curriculum. File one card with the placement office and retain the second one for your files.

3. Curriculum Alpha Print-out
   - A. Review the 10-day curriculum alpha run each quarter. If errors occur, correct them with student services.
   - B. The curriculum alpha print-out should be retained as a check on drop-outs and curriculum changes.

4. Withdrawal Analysis
   - A. As soon as a student drops out of school or changes curriculums complete a withdrawal form in person with the student or by mail.
   - B. File the withdrawal analysis form with the placement office.

5. Student Graduates or Completors
   A. Before the student graduates or completes a program, complete a graduate placement packet and forward to the placement office.
   B. As students are placeed on the job, forward the information to the placement office.

6. Follow-up of Students
   A. The standard follow-up forms will be mailed, by divisions, to all students who completes a program and all students, who in the judgement of instructors, left the college with adequate skills to obtain a job. This could tie back to the student's original intent for entering school.
   B. This will be accomplished during September of each year following the time of completion by students.
   C. Divisions will summarize information and file in the placement office.

7. Employer Follow-up.
   A. Employer Follow-up forms will be sent by divisions to each graduate or completor's place of employment during September of the second year following that students completion of work at Lake Land College.
   B. Appropriate reports will be completed by divisions and forwarded to the placement office.

8. The placement office will be responsible for gathering, compiling, and issuing appropriate reports to the President, Deans, and Division Chairmen.

LAKE LAND COLLEGE
OCCUPATIONAL DATA SURVEY

Lake Land College is very interested in helping each student achieve his or her educational goals. Please help us serve you better by completing the following information:

Name________________________________ Social Security No.____________

Curriculum Title______________________ Course Title__________________

I. Which one of the following items best describes your intent for being enrolled in an occupational program and/or course in the community college?

____ A. Preparation for Employment in an Occupational/Career Area

____ B. Improvement of Skills and Competencies Useful in Present Job or Business.

____ C. Development and/or Review of Basic Vocational Skills

____ D. Preparation for Advanced or Specialized Training

____ E. Exploration of Career Opportunities in the Vocational/Technical Areas

II. What is your enrollment status? ____ Full-Time ____ Part-Time

III. We would like you to help us evaluate our programs both while you are at school and after you have completed your education. To be able to get your input we must be kept informed of your address changes. Please keep us informed. We are interested in you.

In case we cannot reach you at your latest permanent address, what one person would always know of your whereabouts. (Please list grandparent, aunt, uncle, or other relative or friend.)

Name______________________________ Relationship________________

Address____

____

September 18, 1974

LAKE LAND COLLEGE

MATTOON, ILLINOIS

Report 1: Table B

Initial Enrollment by Student Intent

District Number ______ Person Responding ____________________

Campus Number ____________ Phone Number ____________________

Original Student Intent — Number of Fall 1974 New Students Enrolled in Occupational Curricula

STUDENT INTENT	NUMBER OF STUDENTS				
	FULL-TIME		PART-TIME		TOTAL
	Male	Female	Male	Female	
A. Preparation for Employment in an Occupational/Career Area					
B. Improvement of Skills and Competencies useful in Present Job or Business					
C. Development and/or Review of Basic Vocational Skills					
D. Preparation for Advanced or Specialized Training					
E. Exploration of Career Opportunities in the Vocational/Technical Areas					
F. No Response					
TOTAL					

LAKE LAND COLLEGE

MATTOON, ILLINOIS

Report 1
Initial Enrollment

District Number______ College______________________________

Campus Number________ Person Responding__________________________

Occupational Curriculum by HEGIS Number and OE-Code

Number of Students in the Follow-up Study (New Fall 1974 Students)

HEGIS	OE-CODE	NUMBER OF STUDENTS				
		FULL-TIME		PART-TIME		TOTAL
		Male	Female	Male	Female	

Mr
Name Ms ____ Date enrolled at Lake Land ____

Home Address ____ Soc. Sec. No. ___ ___ ___ ___ ___ ___ ___ ___ ___

Home Phone ____ Spouse (Name) ____

Campus Address ____ Campus Phone ____

Parent's Name ____ Address ____ Phone ____

Grandparent's Name ____ Address ____ Phone ____

Other who will always know my address ____ Phone ____

High School ____ Major ____ Year Graduated ____

Geographic area preference for employment ____ Major field at Lake Land ____

Level of training at completion at Lake Land ____ degree ____ certificate

____ transfer ____ drop ____ incomplete Date ____

Date training objective completed ____ Prior to graduation Yes ____ No ____

Employed by ____ Address ____ Phone ____

In what capacity ____

Salary range (per week - etc.) ____ Job through Placement Office ____ Instructor ____

(FOLLOW UP DATA - over)

LLC-F-2

LAKE LAND COLLEGE
Mattoon, Illinois

WITHDRAWAL ANALYSIS
INTERVIEW OR SURVEY

ote: Individual responses will be treated confidentially. Names are requested because of the need to verify program completions, where appropriate, for government reporting purposes.

ocial Security Number ______________________ Date ______________________________

tudent's Name ____________________________ College Program ______________________

tudent's Permanent Address ____

____

. Reason for terminating your education. (Check the one reason which best fits your situation.)

___ A. Took all the courses that I originally planned to take.
___ B. Academic difficulty;courses too difficult.
___ C. Changed career goals.
___ D. Transferred to another college or school to continue advanced training.
___ E. Present job responsibilities too great.
___ F. Financially unable to attend at this time.
___ G. Cannot obtain transportation to and from college.
___ H. Present family responsibilities interfere.
___ I. Obtained full-time employment in an occupation for which I was trained at the community college.
___ J. Obtained full-time employment in an occupation which is related to the education received at the community college.
___ K. Other (Specify) ____

____

Note: Colleges may include additional items needed for local use. These additional items should be reported as "other" (code 'K') for state reports.

. What is your present employment status?

____ A. Employed full-time
____ B. Employed part-time
____ C. Unemployed

. If you are employed, please complete the following:
Company or Organization ____
Address ____

____

Job Title ____

. Are you presently seeking employment? ______YES ______NO

. If you are seeking employment, would you like the assistance of the college placement office? _____YES _____NO

LAKE LAND COLLEGE

MATTOON, ILLINOIS

Report 2
Termination

Table A-1
Termination Report for Full-Time Students by Curriculum

OCCUPATIONAL CURRICULUM		FALL 1974 N	NUMBER COMPLETING CERT. OR DEGREES	# STILL ENROLLED IN SAME CURRICULUM	# ENROLLED BUT IN DIFFERENT CURRICULUM	NUMBER TERMINATED BY REASON											
HEGIS	OE-CODE					A	B	C	D	E	F	G	H	I	J	K	NO RESPONSE

LAKE LAND COLLEGE

MATTOON, ILLLINOIS

Report 2
Termination Analysis

Table A-2
Termination Report for Part-Time Students* by Curriculum

OCCUPATIONAL CURRICULUM		FALL 1974 N	NUMBER COMPLETING CERT. OR DEGREES	# STILL ENROLLED IN SAME CURRICULUM	# ENROLLED BUT IN DIFFERENT CURRICULUM	NUMBER TERMINATED BY REASON											
HEGIS	OE-CODE					A	B	C	D	E	F	G	H	I	J	K	NO RE-SPONSE

LAKE LAND COLLEGE

MATTOON, ILLINOIS

Report 2
Termination Analysis

Table B-1
Termination Report for Full-Time Students by Student Original Intent

ORIGINAL STUDENT INTENT	FALL 1974 N	NUMBER COMPLETING CERT. OR DEGREES	# STILL ENROLLED IN SAME CURRICULUM	# ENROLLED BUT IN DIFFERENT CURRICULUM	NUMBER TERMINATED BY REASON											
					A	B	C	D	E	F	G	H	I	J	K	NO RESPONSE
A. Preparation for Employment in an Occup./Career Area																
B. Improvement of Skills and Competencies useful in Present Job or Business																
C. Development and/or Review of basic Vocational Skills																
D. Preparation for Advanced or Specialized Training																
E. Exploration of Career Opportunities in the Voc/Tech Areas																
F. No Response																

LAKE LAND COLLEGE

MATTOON, ILLINOIS

Report 2
Termination Analysis

Table B-2
Termination Report for Part-Time Students by Student Original Intent

ORIGINAL STUDENT INTENT	FALL 1974 N	NUMBER COMPLETING CERT. OR DEGREES	# STILL ENROLLED IN SAME CURRICULUM	# ENROLLED BUT IN DIFFERENT CURRICULUM	NUMBER TERMINATED BY REASON											
					A	B	C	D	E	F	G	H	I	J	K	NO RESPONSE
A. Preparation for Employment in an Occup./Career Area																
B. Improvement of Skills and Competencies useful in Present Job or Business																
C. Development and/or Review of basic Vocational Skills																
D. Preparation for Advanced or Specialized Training																
E. Exploration of Career Opportunities in the Voc/Tech Areas																
F. No Response																

LAKE LAND COLLEGE

Student's Name

A. Which one of the following was your main reason for leaving ____________ College? (Circle only ONE Reason)

1. Graduated
2. Completed Educational Objective without Graduating.
3. Attended Another Institution.
4. Other Reasons.

B. Based upon your experience at ______________ College, please rate the following areas and services of the College in terms of your job preference and/or job advancement. (Circle the Appropriate Letter for each item)

E = Excellent
G = Good
P = Poor
N = Not Applicable

E G P N 1. Instruction in occupational courses.
E G P N 2. Instruction in non-occupational courses.
E G P N 3. Counseling and guidance by student services
E G P N 4. Services from college job placement office.
E G P N 5. Services from student financial aid office.
E G P N 6. (College may add additional items of their choice.) ______________________________

C. Which ONE of the eleven choices below best describes what you are doing now? (Circle only ONE of the items below)

1. WORKING AND NOT IN SCHOOL
   - a. Employed full-time (35 hours or more a week)
   - b. Employed part-time (less than 35 hours a week)
2. IN THE LABOR FORCE AND ALSO GOING TO SCHOOL
   - a. Working part-time and going to school part-time
   - b. Working full-time and going to school part-time
   - c. Working full-time and going to school full-time
   - d. Full-time student and working part-time
3. NOT IN LABOR FORCE
   - a. Full-time student
   - b. Full-time homemaker
   - c. Unemployed but actively seeking a job
   - d. Unemployed; not seeking a job
   - e. Military service

IF YOU ARE NOT EMPLOYED, RETURN THIS FORM AFTER COMPLETING ITMES A THROUGH C. IF YOU ARE EMPLOYED FULL-TIME OR PART-TIME, ANSWER ITEMS D THROUGH J.

D. If you are employed full-time or part-time, what is your approximate current monthly salary (before deductions)? (Circle only the ONE range which includes your salary)

1. Less than $300 per month (less than $3,600)
2. $301 to $500 per month ($3,601 to $6,000)
3. $501 to $700 per month ($6,001 to $8,400)
4. $701 to $900 per month ($8,401 to $10,800)
5. $901 to $1,100 per month ($10,801 to $13,200)
6. $1,101 to $1,300 per month ($13,201 to $15,400)
7. $1,301 to $1,500 per month ($15,401 to $17,800)
8. More than $1,500 per month (more than $17,801)

E. In general, how satisfied are you with your present job? (Circle only ONE)

1. Very Satisfied
2. Satisfied
3. Not Sure
4. Dissatisfied
5. Very Dissatisfied

F. What is the location of your primary place of employment? (Circle only ONE)

1. Within the ____________ Community College District.
2. Not in ____________ College District but in Illinois.
3. Outside of Illinois.

G. How helpful were your occupational (vocational/technical) courses in the community college in preparing you for the following aspects of your present position? (Circle Appropriate Letter)

V = Very Helpful
H = Helpful
S = Some Help
N = No Help
D = Does Not Apply

V H S N D 1. Learning skills and competencies needed in the job.
V H S N D 2. Knowing how to use job tools and equipment.
V H S N D 3. Getting along with customers, clients, and other workers.
V H S N D 4. Locating additional information needed on the job.
V H S N D 5. Understanding employer-employee relations.
V H S N D 6. Knowing how to get ahead in a job in this industry.
V H S N D 7. (College may add additional items of their choice) ______________________________

H. How did you obtain your present job? (Circle only

1. Continuation of prior job.
2. Through College Placement Office.
3. Through college Faculty and personnel.
4. Public employment agency.
5. Through private employment agency.
6. Found job completely on my own.
7. Others: Please indicate ______________________________

I. Please indicate the following information about your present position:

1. Firm or Employer ______________________
2. Employer Address ______________________
3. Supervisor's Name ______________________
4. Exact Title of your Position ______________________

J. List any other jobs which you have had since leaving college. List most recent job first.

Write Job Title	Circle One Full-Time	 Part-Time	For How Long Di You Have the Jo
1.____________	FT	PT	___mo. ___yr.
2.____________	FT	PT	___mo. ___yr.
3.____________	FT	PT	___mo. ___yr.
4.____________	FT	PT	___mo. ___yr.

LAKE LAND COLLEGE

MATTOON, ILLINOIS

Table E-1

SUMMARY OF GRADUATE FOLLOW-UP RESPONSES BY CURRICULUM

e: Use as many copies of this form as it takes to report all your occupational/career curricula.

Occupational Curriculum by HEGIS Number and OE-Code		Number of Graduates Surveyed	Number Responding to Follow-Up Survey	EMPLOYMENT STATUS (Number in Each Category)	1. Working and Not in School	2. In Labor Force and Also Going to School	3. Not in Labor Force	4. No Response	SALARY RANGES (Number in Each Category)	1. Less than $300 per month (less than $3,600)	2. $301 to $500 per month ($3,600 to $6,000)	3. $501 to $700 per month ($6,001 to $8,400)	4. $701 to $900 per month ($8,401 to $10,800)	5. $901 to $1,100 per month ($10,801 to $13,200)	6. $1,101 to $1,300 per month ($13,201 to $15,400)	7. $1,301 to $1,500 per month ($15,401 to $17,800)	8. More than $1,500 per month (more than $17,801)	9. No Response	JOB SATISFACTION (Number in Each Category)	1. Very Satisfied	2. Satisfied	3. Not Sure	4. Dissatisfied	5. Very Dissatisfied	6. No Response to Item	LOCATION (Number in Each Category)	1. Within the ( ) Community College District	2. Not in ( ) College District, but in Illinois	3. Outside of Illinois	4. No Response
HEGIS	OE-CODE	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

[illegible] LA[illegible]OLL[illegible]

MATTOON, ILLINOIS

Table E-2

SUMMARY OF NON-GRADUATE FOLLOW-UP RESPONSES BY CURRICULUM

Note: Use as many copies of this form as it takes to report all your occupational/career curricula.

Occupational Curriculum by HEGIS Number and OE-Code		Number of Non-Graduates Surveyed	Number Responding to Follow-Up Survey	EMPLOYMENT STATUS (Number in Each Category)	1. Working and Not in School	2. In Labor Force and Also Going to School	3. Not in Labor Force	4. No Response	SALARY RANGES (Number in Each Category)	1. Less than $300 per month (less than $3,600)	2. $301 to $500 per month ($3,600 to $6,000)	3. $501 to $700 per month ($6,001 to $8,400)	4. $701 to $900 per month ($8,401 to $10,800)	5. $901 to $1,100 per month ($10,801 to $13,200)	6. $1,101 to $1,300 per month ($13,201 to $15,400)	7. $1,301 to $1,500 per month ($15,401 to $17,800)	8. More than $1,500 per month (more than $17,801)	9. No Response	JOB SATISFACTION (Number in Each Category)	1. Very Satisfied	2. Satisfied	3. Not Sure	4. Dissatisfied	5. Very Dissatisfied	6. No Response to Item	LOCATION (Number in Each Category)	1. Within the ( ) Community College District	2. Not in ( ) College District, but in Illinois	3. Outside of Illinois	4.
HEGIS	OE-CODE	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

LAKE LAND COLLEGE

MATTOON, ILLINOIS

Table E-1

STATUS OF GRADUATES AS INDICATED IN FOLLOW-UP SURVEY BY TYPE OF STUDENT

	Male, PART-TIME	Female, PART-TIME	Both, PART-TIME	Male, FULL-TIME	Female, FULL-TIME	Both, FULL-TIME	TOTAL
Number of Graduates in Occupational Student Study who were surveyed in Follow-Up							
Number of Graduates Responding to Follow-Up Survey							
STATUS OF FORMER STUDENTS	X	X	X	X	X	X	X
1. Working and Not in School	X	X	X	X	X	X	X
a. Employed Full-time							
b. Employed Part-time							
2. In Labor Force and Also Going to School	X	X	X	X	X	X	X
a. Working part-time and going to school part-time							
b. Working full-time and going to school part-time							
c. Working full-time and going to school full-time							
d. Full-time student and working part-time							
3. Not in Labor Force	X	X	X	X	X	X	X
a. Full-time student							
b. Full-time homemaker							
c. Unemployed but actively seeking a job							
d. Unemployed; not seeking a job							
e. Military Service							
4. Other Response							
5. No Response to this Item							

LAKE LAND COLLEGE

MATTOON, ILLINOIS

Table B-2

STATUS OF NON-GRADUATES AS INDICATED IN FOLLOW-UP SURVEY BY TYPE OF STUDENT

	Male, PART-TIME	Female, PART-TIME	Both, PART-TIME	Male, FULL-TIME	Female, FULL-TIME	Both, FULL-TIME	TOTAL
Number of Non-Graduates in Occupational Student Study who were surveyed in Follow-Up							
Number of Non-Graduates Responding to Follow-Up Survey							
STATUS OF FORMER STUDENTS	╳	╳	╳	╳	╳	╳	╳
1. Working and Not in School	╳	╳	╳	╳	╳	╳	╳
a. Employed Full-time							
b. Employed Part-time							
2. In Labor Force and Also Going to School	╳	╳	╳	╳	╳	╳	╳
a. Working part-time and going to school part-time							
b. Working full-time and going to school part-time							
c. Working full-time and going to school full-time							
d. Full-time student and working part-time							
3. Not in Labor Force	╳	╳	╳	╳	╳	╳	╳
a. Full-time student							
b. Full-time homemaker							
c. Unemployed but actively seeking a job							
d. Unemployed; not seeking a job							
e. Military Service							
4. Other Response							
5. No Response to this Item							

LAKE LAND COLLEGE

0	1	2	3	4	5	6		8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

EVALUATION OF EMPLOYEE'S COMMUNITY COLLEGE PREPARATION FOR EMPLOYMENT

TO THE EMPLOYER
OR SUPERVISOR OF:

Employee's Name

INSTRUCTIONS

IMPORTANT - - USE A SOFT BLACK LEAD PENCIL ONLY (No. 2). BLACKEN COMPLETELY THE BOX THAT CORRESPONDS TO YOUR RESPONSE TO THE ITEM. THE MARK MUST COMPLETELY FILL THE BOX. ERASE COMPLETELY ANY MARK YOU WISH TO CHANGE.

1. IN WHAT CAPACITY ARE YOU ASSOCIATED WITH THE EMPLOYEE NAMED ABOVE? (Mark only ONE)

¹ Employer ² Supervisor ³ Other ____________________________________
(Write in)

2. WHAT IS THE TITLE OF THE JOB FOR WHICH THIS EMPLOYEE IS HIRED? ____________________
(Write in)

3. IN THE FOLLOWING ASPECTS OF EMPLOYMENT, HOW WELL PREPARED WAS THE EMPLOYEE NAMED ABOVE FOR THE JOB FOR WHICH HIRED?

WP = WELL PREPARED
SP = SOMEWHAT PREPARED
P = PREPARED
PP = POORLY PREPARED
NA = NOT APPLICABLE

WP	SP	P	PP	NA	
☐	☐	☐	☐	☐	1. Job know-how, application of technical knowledge and skill
☐	☐	☐	☐	☐	2. Use of tools and equipment
☐	☐	☐	☐	☐	3. Selection and care of space, materials, and supplies
☐	☐	☐	☐	☐	4. Quality of work, ability to meet quality demands
☐	☐	☐	☐	☐	5. Quantity of work, output of satisfactory amount
☐	☐	☐	☐	☐	6. Cooperativeness, ability to work with others
☐	☐	☐	☐	☐	7. Accepting advice and supervision
☐	☐	☐	☐	☐	8. Dependability, thorough completion of a job without supervision
☐	☐	☐	☐	☐	9. Initiative, doing jobs that need doing
☐	☐	☐	☐	☐	10. Attendance, reporting for work regularly
☐	☐	☐	☐	☐	11. Appearance, presenting a business image
☐	☐	☐	☐	☐	12. Adaptable to new situations
☐	☐	☐	☐	☐	13. Being able to talk to the boss about job related problems
☐	☐	☐	☐	☐	14. Serving the public, patient, etc.
☐	☐	☐	☐	☐	15. Safety habits, minimizing chance for accidents
WP	SP	P	PP	NA	

4. HOW WOULD YOU RATE THE OVERALL SUITABILITY OF THE EMPLOYEE NAMED ABOVE FOR THE KIND OF JOB HELD

¹ EXCELLENT
² GOOD
³ FAIR
⁴ POOR

5. BELOW IS A LIST OF PERSONAL QUALITIES AND JOB SKILLS. FROM THE LIST OF TEN FACTORS CHOOSE THE THREE YOU CONSIDER MOST IMPORTANT FOR A PERSON ENTERING THE JOB HELD BY THE EMPLOYEE NAMED ABOVE.

¹ Competency in using job tools, machines and materials
² Accuracy, quality and thoroughness
³ Ability to meet quantity demands
⁴ Judgment - - ability to make decisions, ability to plan; organize
⁵ Ability to get along with others - - other workers, customers, patients
⁶ Initiative, does jobs that need doing
⁷ Positive attitude toward work
⁸ Appearance and grooming
⁹ Dependability, can be relied on to do it and do it well
¹⁰ Attendance and punctuality

USE THE BACK OF THIS SHEET FOR ANY COMMENTS OR SUGGESTIONS YOU HAVE CONCERNING COMMUNITY COLLEGE OCCUPATIONAL TRAINING.

RETURN TO:

LAKE LAND COLLEGE

MATTOON, ILLINOIS

Table D-1

SUMMARY OF EVALUATION OF OCCUPATIONAL/CAREER EDUCATION COURSES IN THE COMMUNITY COLLEGES BY EMPLOYED GRADUATES

In response to the question, "How Helpful Were Your Occupational/Career Education Courses in the Community College in Preparing you for the Following Aspects of your Present Position?" indicate the number responding in each way.

	Very Helpful	Helpful	Some Help	No Help	Does Not Apply	No Response
1. Learning skills and competencies needed in the job						
2. Knowing how to use job tools and equipment						
3. Getting along with customers, clients, and other workers						
4. Locating additional information needed on the job						
5. Understanding employer-employee relations						
6. Knowing how to get ahead in a job in this industry						
7. (College may add additional items of their choice) ____________________						

LAKE LAND COLLEGE

MATTOON, ILLINOIS

Follow-Up Survey Report

Table D-2

SUMMARY OF EVALUATION OF OCCUPATIONAL/CAREER EDUCATION COURSES IN THE COMMUNITY COLLEGES BY EMPLOYED NON-GRADUATES

	Very Helpful	Helpful	Some Help	No Help	Does Not Apply	No Response
In response to the question, "How Helpful Were Your Occupational/Career Education Courses in the Community College in Preparing you for the Following Aspects of your Present Position?" indicate the number responding in each way.						
1. Learning skills and competencies needed in the job						
2. Knowing how to use job tools and equipment						
3. Getting along with customers, clients, and other workers						
4. Locating additional information needed on the job						
5. Understanding employer-employee relations						
6. Knowing how to get ahead in a job in this industry						
7. (College may add additional items of their choice) ____________________						

LAKE LAND COLLEGE

MATTOON, ILLINOIS

REPORT 4

EMPLOYER SURVEY
Table B-1

Overall Suitability of Graduates as Rated by Employers

Total Number of Employer Surveys Mailed to Employers of Graduates	
Total Number of Completed Employer Surveys Received from Employers of Graduates	
Number of Former Students Rated as "Excellent" Employees	
Number of Former Students Rated as "Good" Employees	
Number of Former Students Rated as "Fair" Employees	
Number of Former Students Rated as "Poor" Employees	
Number of Former Students Not Rated on Returned Employer Survey	

LAKE LAND COLLEGE

MATTOON, ILLINOIS

REPORT 4

EMPLOYER SURVEY
Table B-2

Overall Suitability of Non-Graduates as Rated by Employers

Total Number of Employer Surveys Mailed to Employers of Non-Graduates	
Total Number of Completed Employer Surveys Received from Employers Non-Graduates	
Number of Former Students Rated as "Excellent" Employees	
Number of Former Students Rated as "Good" Employees	
Number of Former Students Rated as "Fair" Employees	
Number of Former Students Rated as "Poor" Employees	
Number of Former Students Not Rated on Returned Employer Survey	

LAKE LAND COLLEGE

MATTOON, ILLINOIS

EMPLOYER SURVEY
Table A-1

REPORT 4

Preparation of Graduates as Rated by Employers

ASPECTS OF EMPLOYMENT	NUMBER RATED IN EACH CATEGORY					
	Well Prepared	Somewhat Prepared	Prepared	Poorly Prepared	Not Applicable	No Response
1. Job know-how, application of technical knowledge and skill						
2. Use of tools and equipment						
3. Selection and care of space, materials, and supplies						
4. Quality of work, ability to meet quality demands						
5. Quantity of work, output of satisfactory amount						
6. Cooperativeness, ability to work with others						
7. Accepting advice and supervision						
8. Dependability, thorough completion of a job without supervision						
9. Initiative, doing jobs that need doing						
10. Attendance, reporting for work regularly						
11. Appearance, presenting a business image						
12. Adaptable to new situations						
13. Being able to talk to the boss about job related problems						
14. Serving the public, patient, etc.						
15. Safety habits, minimizing chance for accidents						

MATTOON, ILLINOIS

EMPLOYER SURVEY
Table A-2

REPORT 4

Preparation of Non-Graduates as Rated by Employers

NUMBER RATED IN EACH CATEGORY

ASPECTS OF EMPLOYMENT	Well Prepared	Somewhat Prepared	Prepared	Poorly Prepared	Not Applicable	No Response
1. Job know-how, application of technical knowledge and skill						
2. Use of tools and equipment						
3. Selection and care of space, materials, and supplies						
4. Quality of work, ability to meet quality demands						
5. Quantity of work, output of satisfactory amount						
6. Cooperativeness, ability to work with others						
7. Accepting advice and supervision						
8. Dependability, thorough completion of a job without supervision						
9. Initiative, doing jobs that need doing						
10. Attendance, reporting for work regularly						
11. Appearance, presenting a business image						
12. Adaptable to new situations						
13. Being able to talk to the boss about job related problems						
14. Serving the public, patient, etc.						
15. Safety habits, minimizing chance for accidents						

PAYROLL

Detail – Payroll (Vocational)

D

1 Instructor Soc. Sec. No.	2 Position	3 Total Contract Salary	4 % Time to Voc. Instruct	5 No. Regular Courses	6 O/L Courses	7 Total Overload Pay

POSITION CODES:

1. Administration
2. Voc. Guidance
3. Instructor
4. Other (Teaching Aid, Etc.)

FACILITIES

Detail – Facilities/Equipment (Voc.)

E

1	Cost of Lab/Shop Equipment to:		
Room I. D.	2 Replace	3 Repair	4 Lease

Cost Differential

Analysis Project

Phase II

JOINT AGREEMENT

Detail – Joint Agreement (Transfer of Funds) Voc.

F

1 O. E. Course Number	2 No. Hours Week	3 Course Duration	4 Credits	5 No. Out/Dist. Students	6 Total Tuition Received	7 Students Enrolled Out/Dist.	8 Travel Expense	9 Total Tuition Paid

SCHOOL CODE ☐☐☐☐☐

DETAIL—VOCATIONAL INSTRUCTIONAL COSTS

DEPARTMENT

A

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Dep't. No.	Total Courses	Supply Costs	Library Costs	Textbook Costs	Travel Costs	Clerical Costs	Utility Costs	Insurance Costs	Cost of A-V Equipment to:			Other Equipment Costs to:			Other Costs
									Replace	Repair	Lease	Replace	Repair	Lease	

COURSE

B

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Course Number	Total Sections	Supply Costs	Library Costs	Textbook Costs	Travel Costs	Clerical Costs	Utility Costs	Insurance Costs	Cost of A-V Equipment to:			Other Equipment Costs to:			Other Costs
									Replace	Repair	Lease	Replace	Repair	Lease	

COURSE SECTION

C

1	2	3	4	5	6	7	8	9	10	11	12
Instructor Soc. Sec. No.	Section	Session	Enrollment		Reg./Over	Lab/Non	Course Duration	Hours Week	Credit	Room Number	percent Equipment Assigned
			Actual	Max.							

C

Instructor Soc. Sec. No.	Section	Session	Enrollment		Reg./Over	Lab/Non	Course Duration	Hours Week	Credit	Room Number	percent Equipment Assigned
			Actual	Max.							

COURSE

B

Course Number	Total Sections	Supply Costs	Library Costs	Textbook Costs	Travel Costs	Clerical Costs	Utility Costs	Insurance Costs	Cost of A-V Equipment to:			Other Equipment Costs to:			Other Costs
									Replace	Repair	Lease	Replace	Repair	Lease	

COURSE SECTION

C

Instructor Soc. Sec. No.	Section	Session	Enrollment		Reg./Over	Lab/Non	Course Duration	Hours Week	Credit	Room Number	percent Equipment Assigned
			Actual	Max.							

C

Instructor Soc. Sec. No.	Section	Session	Enrollment		Reg./Over	Lab/Non	Course Duration	Hours Week	Credit	Room Number	percent Equipment Assigned
			Actual	Max.							

SCHOOL CODE ☐☐☐☐☐

TEACHER SUPPLY/DEMAND COMPONENT

- Will collect data on the availability of vocational teachers, according to their geographic location and areas of professional competence;
- Will collect data on demand for vocational teachers in new and expanding programs;
- Will compare supply with demand and report such information to teacher education institutions, and local and State education agencies;
- Can assist in the preparation of teacher in-service programs; and
- Is currently being developed by Western Illinois University.

PLACEMENT COMPONENT

- The details of this component have not been finalized as yet. However, it is intended that this component will develop information to assist school counselors in their guidance and placement responsibilities.
- Triton College has undertaken a design of the Placement Center component.

OCCUPATIONAL EDUCATION COORDINATION COUNCILS (OECC)

- Currently under study is the concept of establishing approximately twenty multi-county vocational planning and advisory councils to use the output of the MIS and coordinate vocational education placement, and follow-up activities on a regional basis.
- Northwestern University is doing the preliminary development of the OECC concept.

Other components may be added to the 9 components described above as development of the MIS progresses.

HOW FAR ALONG IS THE DEVELOPMENT OF THE MIS?

Generally, the four stages of MIS development are design, field-testing, refinement, and implementation (installation).

- The Student Supply, Manpower Demand, and Supply/Demand Interface components are designed and are currently undergoing extensive field-testing and refinement.
- The Cost component is still in the design stages and will begin field-testing next year.
- The Follow-up component is in the field-test and design stages.
- The Three-Phase Evaluation component is fully operational, but is not fully computerized as yet. This will be investigated in the coming months.
- The Placement, Teacher Supply/Demand, and the Occupational Education Coordination Council components are just beginning the design phases.

WHAT IS A FIELD-TEST?

- Several schools are asked to participate in actual operation of parts of the MIS to test its workability, to help identify problems, and to find solutions.
- A field-test is used to give the LEA's and the State a chance to see how the MIS really works before committing to statewide implementation.

• • • • •

DVTE would like to acknowledge the contribution which has been made to the MIS by all schools participating in past field-tests of various components. In particular, DVTE would like to acknowledge the continuing involvement and commitment of the school districts in the current field-test area of Clinton, St. Clair, Madison, and Monroe counties:

Alton
Dupo
Triad
Madison
Roxana
Venice
Worden
Cahokia
Carlyle
Central
Trenton

Bethalto
Highland
Columbia
Valmeyer
Waterloo
Freeburg
Lebanon
Marissa
O'Fallon
Mascoutah
New Athens

Collinsville
Edwardsville
Granite City
Livingston
Wood River-
East Alton
Belleville
East St. Louis

Belleville J.C.
Lewis & Clark J.C.

MANAGEMENT INFORMATION SYSTEM

which is currently being developed to serve both **State** and **LEA** vocational administrators and planners

State of Illinois
Board of Vocational Education and Rehabilitation
Division of Vocational and Technical Education
1035 Outer Park Drive
Springfield, Illinois 62704

Telephone (217) 782-4620

①

WHAT IS A MANAGEMENT INFORMATION SYSTEM?

1. **People** who need information, like vocational planners and administrators in local education agencies (LEA's) and the State office;
2. **Information** to assist in planning, managing, and evaluating vocational education activities; and
3. **Information Processing Tools**, like pencil and paper, telephones, and computers.

HOW DOES AN MIS WORK?

1. Information on students, teachers, courses, programs, costs, and the labor market are COLLECTED.
2. The MIS STORES, ANALYZES, and REPORTS this information to vocational planners and administrators.
3. Resulting information is used for PLANNING, MANAGEMENT and EVALUATION of vocational education activities.

WHAT AREAS OF VOCATIONAL EDUCATION WILL AN MIS AFFECT?

- Planning
- Budgeting
- Reporting
- Evaluation
- Teacher In-Service
- Counseling/Guidance
- Program Approval
- Curriculum Design

WHAT KIND OF BENEFITS CAN WE EXPECT FROM THE ILLINOIS VOCATIONAL EDUCATION MIS?

- Faster turnaround on reimbursement;
- Less time will have to be spent preparing for on-site evaluations;
- More kinds of information will be available, some previously unavailable at all, like comparative course and program costs;
- Faster access to information will be possible;
- Less time will have to be spent on reporting to the State.

②

A BRIEF DESCRIPTION OF THE ILLINOIS VOCATIONAL EDUCATION MIS. . . . .

The **MIS** is being developed in 9 basic components. Each component has a special function which contributes to the overall success of the **MIS**.

STUDENT SUPPLY COMPONENT

- Will collect course and program data on vocational students each semester;
- Will report student information back to each school;
- Will provide enrollment summaries and other student information to other parts of **MIS** like Follow-up, Supply/Demand Interface, Three-Phase Evaluation;
- Will replace much work currently involved in reporting student enrollment data to the State;
- Will speed the calculation of reimbursement; and
- Is currently being developed and field-tested by Robert Davis Associates.

MANPOWER DEMAND COMPONENT

- Will collect data on the job market and the demand for vocational trainees in certain occupations;
- Will report this data to local schools, regional planners, and DVTE personnel;
- Will provide this data to other parts of the **MIS**, such as Supply/Demand Interface; and
- Has been developed by Western Illinois University.

SUPPLY/DEMAND INTERFACE COMPONENT

- Will receive data from the Student Supply Component and the Manpower Demand component;
- Will project future completers of vocational programs at the district, county, regional, and State levels for five years into the future;
- Will compare the supply of vocational program completers with the demand for their services in the labor market;
- Will report this information to vocational planners and administrators at the school, county, regional and State levels; and
- Is currently being developed and field-tested by Robert Davis Associates.

③

COST COMPONENT

- Will collect data on all costs of vocational courses and programs, such as equipment, supplies, personnel, space, and overhead costs;
- Will calculate the cost of running various vocational courses and programs throughout the State;
- Will provide cost data to other parts of the **MIS**, such as Three-Phase Evaluation;
- Will report cost information to vocational planners and administrators at the district, county, regional and State levels; and
- Is undergoing preliminary development and field-testing by Southern Illinois University.

THE FOLLOW-UP COMPONENT

- Will collect data on vocational program alumni from the former students themselves and their employers;
- Will support current LEA follow-up efforts to eventually replace some, if not most, of their follow-up responsibilities;
- Will provide follow-up data to other parts of the **MIS**, such as Three-Phase Evaluation and Supply/Demand Interface;
- Will report follow-up information to the LEA's and the State on an annual basis; and
- Is currently under development and field-testing by Eastern Illinois University.

THE THREE-PHASE EVALUATION COMPONENT

- Will collect data from the vocational program approval and evaluation activities currently in use at DVTE;
- Will draw data from other parts of the **MIS** to assist in such activities as the writing and approval of Local District One and Five Year Plans, and the evaluation of local vocational courses and programs; and
- Is currently functioning within DVTE at this time, but has not been integrated into the **MIS**. This will be studied by DVTE and Robert Davis Associates in the coming months.

APPENDIX F

PROGRAM MANAGEMENT OBJECTIVES

I. General Program Management Objective: Facilitate the accomplishment of local goals for the three components

E. Specific Program Management Objective: Provide the instructional staff the training materials and encouragement necessary for the development of a viable program which will meet the needs of all students.

1. USOE Career Education Specific Student Outcome (s): All applicable
2. Activities (see following page)
3. Evaluation - During the first year 55% of the staff attended one workshop
   18% of the staff attended two workshops
   6% of the staff attended three workshops

   Presentations were given to all faculty at 77% of the faculty meetings.

Activity Number	Activities to Accomplish Objective I-D	Staff Member Responsible
1.	Opportunities to explore career interests	K-8 staff
2.	Aptitude testing	Guidance
3.	Orientation to secondary courses	Guidance
4.	WECEP Program	WECEP coordinator
5.	CVIS	Librarian and guidance counselor

I. General Program Management Objective: Facilitate the accomplishment of local goals for the three components

D. Specific Program Management Objective: Foster in students at the exit level (grade 8) some articulated career interests and an awareness of those interests in relation to the various avenues of training available at the secondary level

1. USOE Career Education Specific Student Outcome (s):

   a. Students will be aware of means available for continued education once they have left the formal educational system:

      (1) Students will be able to identify sources of additional education in major types of paid and unpaid work
      (2) Students will be able to identify means to support additional education for themselves in major types of paid and unpaid work

   b. Students will demonstrate increased self awareness:

      (1) Students will be able to describe their own current abilities and limitations
      (2) Students will be able to describe their own current interests and values
      (3) Students will display positive attitudes toward themselves
      (4) Students will recognize that social, economic, educational, and cultural forces influence their development

2. Activities (see following page)

3. Evaluation - During the first year 98% of the 8th graders participated in a Career Orientation program.

   At the end of 2½ years 18 fourteen and fifteen year old students have participated in and completed a WECEP program.

Activity Number	Activities to Accomplish Objective I-C (a)	Staff Member Responsible
1.	Field trips	Staff
2.	Development of hobbies in elective classes	Staff
3.	Career Awareness, orientation and preparation a. Interviews b. Research c. Field trips d. Films e. Discussions f. Career (Days-Night) g. Work experience	Staff
4.	Career Education Resource Center a. Elementary-Junior High Library b. High School Library	Librarians & CIOEDC Director

Activity Number	Activities to Accomplish Objective I-C (b)	Staff Member Responsible
1.	CVIS	Staff
2.	Simulated job survival skill activities	Staff

I. General Program Management Objective: Facilitate the accomplishment of local goals for the three components

C. Specific Program Management Objective: Provide opportunities for attaining knowledge of industrial vocations and related avocational pursuits and hobbies.

1. USOE Career Education Specific Student Outcome (s):

a. Students will demonstrate increased awareness of and knowledge about work:

(1) Students will know the major duties and required abilities of different types of paid and unpaid work
(2) Students will know differences in work conditions and life styles associated with different types of paid and unpaid work
(3) Students will know entry requirements for major types of paid and unpaid work
(4) Students will know the impact of social and technological change on paid and unpaid work
(5) Students will know the important factors that affect work success and satisfaction

b. Students will demonstrate work-seeking and work-getting skills:

(1) Students will be able to identify, locate and utilize sources that contain information about existing paid and unpaid work possibilities
(2) Students will be able to demonstrate skills required in applying for and accepting work

2. Activities (See following page)

3. Evaluation - At the end of 2½ years 63 field trips had been taken, 50 speakers had been to the school, 350 persons had been interviewed, 1,935 books, filmstrips and multimedia kits had been purchased.

A Computerized Vocational Information Service was established with Eastern Illinois University's computer services through the CERL project.

Activity Number	Activities to Accomplish Objective I-B	Staff Member Responsible
1.	Provide Career Development programs for teachers	CIOEDC staff
2.	Present Career Development activities to students a. Interviews b. Field trips c. Films, tapes and books d. Discussions	Cumberland staff

I. General Program Management Objective: Facilitate the accomplishment of local goals for the three components

B. Specific Program Management Objective: Develop an understanding and appreciation of the dignity of honest work.

1. USOE Career Education Specific Student Outcome (s): Students will demonstrate increased awareness of work values and posses a desire to engage in paid and/or unpaid work:

   a. Students will recognize the bases of various work values
   b. Students will posses positive attitudes towards paid and unpaid work

2. Activities (See following page)

3. Evaluation - At the end of 2½ years 63% of the staff had provided an identifiable career education activity in their classes.

   46% of the elementary students participated in two field trips.

   75% of the Jr. High School students have participated in two hands-on career exploration activities.

   100% of the Special Education students are in Occupational Education activities.

   74% of the High School teachers have provided Occupational Education activities in their classrooms.

   57.5% of the K-8 teachers have provided Occupational Education activities.

Activity Number	Activities to Accomplish Objective I-A	Staff Member Responsible
1.	Provide examples of infusion of occupational information into curriculum a. Workshops b. Special presentations c. Written communications d. Curriculum guides	CIOEDC Director
2.	Provide opportunities for staff to develop their own materials a. Workshops b. In-service c. Mini-grants d. Developmental learning objectives	CIOEDC Director Liaision Personnel
3.	Provide activities for the student to use skills in a vocational setting	Instructional Staff

I. General Program Management Objective: Facilitate the accomplishment of local goals for the three components

A. Specific Program Management Objective: Support enrich and vitalize the academic curriculum and make general educational experiences more meaningful to students

1. USOE Career Education Specific Student Outcome (s): Students will demonstrate basic academic/vocational skills:

    a. Students will be able to demonstrate generally useful numerical skills
    b. Students will be able to demonstrate generally useful communication skills
    c. Students will be able to demonstrate generally useful information processing skills
    d. Students will be able to demonstrate generally useful decision-making skills
    e. Students will be able to demonstrate generally useful interpersonal skills

2. Activities (See following page)

3. Evaluation - At the end of two and one-half years, 100% of the staff had received at least four hours of in-service through Career Education workshops and/or special presentations.

    63% of the total staff provided at least one career education activity in their classes which related the academic/vocational curriculum to careers.

I. General Program Management Objective: Facilitate the accomplishment of local goals for the three components

F. Specific Program Management Objective: Identify those students who would benefit from vocational education and encourage them to enroll in a program which best fits their interests and abilities.

1. USOE Career Education Specific Student Outcome (s): All applicable.
2. Activities (See following page)
3. Evaluation - 22 students were identified for the WECEP program and 80% of the students were placed into vocational programs according to interests and abilities.

Activity Number	Activities to Accomplish Objective I-E	Staff Member Responsible CIOEDC Director
		Participants
1.	½ day-Guidance (Bread & Butterflies)-Cumberland	15
	½ day-Orientation to CIOEDC-Cumberland	80
	2 days-Research Techniques-Eastern Illinois University	1
	1 day-WECEP-Carbondale	2
	1 day-CVIS-Willow Brook	4
	1 day-CERL-Charleston	5
	1 day-Illinois Five Occupational Cluster Orientation programs-Springfield	3
	5 days-Career Awareness Workshop-Cumberland	25
	1 day-IOCP-Cumberland	2
	1 day-Cost Analysis Project-Lake Land Junior College	3
	1 day-Audio Visual Workshop based on Career Education materials-Cumberland	80
	2 day-Visitation to WECEP sites-Bethaldo & Quincy	2
	1 day-Follow-up Study-Cumberland	5
	2 days-Workshop for teachers of Cooperative programs-Springfield	3
	1 day-Guidance-Olney	1
	1 hour-Orientation to development of mini-grants-CUD	7
	1 day-Curriculum Lab-Springfield	2
	1 day-In-service day related to mini-grant development Cumberland	15
	6 weeks-Vocational Education Workshop-U of I	20
	½ day-OCCUPAC Workshop	15
	2 days-Joliet CIOEDC Conference	7
	1½ hours-CIOEDC mini-conference	80
2.	Select instructional media	CIOEDC Director, Staff, Librarian, & Guidance Counselor
3.	Provision of Career Education experiences	Staff

I. General Program Management Objective: Facilitate the accomplishment of local goals for the three components

G. Specific Program Management Objective: Provide a cooperative work experience program for students identified as potential dropouts

1. USOE Career Education Specific Student Outcome (s):

a. Students will demonstrate increased self awareness

(1) Students will be able to describe their own current abilities and limitations
(2) Students will be able to describe their own current interests and values
(3) Students will display positive attitudes toward themselves
(4) Students will recognize social, economic, educational and cultural forces influence their development

b. Students will demonstrate increased awareness of and knowledge about work:

(1) Students will know the major duties and required abilities of different types of paid and unpaid work
(2) Students will know differences in work conditions and life styles associated with different types of paid and unpaid work
(3) Students will know entry requirements for major types of paid and unpaid work
(4) Students will know the impact of social and technological change on paid and unpaid work
Students will know the important factors that affect work success and satisfaction

c. Students will demonstrate increased competency in career decision-making skills:

(1) Students will be able to associate their own abilities and limitations with possible success in present or future paid and unpaid work
(2) Students will be able to relate their personal interests and values to types of paid and unpaid work and their associated life-styles
(3) Students will be able to identify, locate, and utilize sources of information to solve career decision-making problems
(4) Students will be able to determine the potential for future advancement/personal growth in work of their choosing
Students will know the steps to be taken and the factors to be considered in career planning
(5) Students will demonstrate active involvement in career decision-making

Activity Number	Activities to Accomplish Objective I-F	Staff Member Responsible
1.	Guidance-Testing	Guidance Counselors & Staff
2.	Provide for teacher recommendations	Vocational Director
3.	Provide Career Education activities	Instructional Staff

d. Students will demonstrate good work habits:

  (1) Students will be able to plan work effectively
  (2) Students will be able to adapt to varied work conditions
  (3) Students will have a positive attitude towards the concept of quality in relation to a work task
  (4) Students will have a positive attitude towards conservation of environmental and human resources in accomplishing work tasks
  (5) Students will have a positive attitude towards responsibility for their own behavior and accomplishment of self-imposed work tasks
  Students will demonstrate a desire for continuous learning, both in school and out

e. Students will demonstrate work-seeking and work-getting skills:

  (1) Students will be able to identify, locate and utilize sources that contain information about existing paid and unpaid work possibilities
  (2) Students will be able to demonstrate skills required in applying for and accepting work

f. Students who are leaving the formal education system will be successful in being placed in a paid occupation, in further education, or in unpaid work that is consisttent with their current career education.

2. Activities (See below)

3. Evaluation - During the first year ten of the twelve students(83%) completed the WECEP program. One of the two non-completion students moved and one went back to a regular program. No students in the program dropped out of school. Work stations were available for students in the work program. All WECEP students attended the work related class during the second year.

Activity Number	Activities to Accomplish Objective I-G	Staff Member Responsible
1.	WECEP Program	WECEP coordinator

I. General Program Management Objective: Facilitate the accomplishment of local goals for the three components

H. Specific Program Management Objective: Provide a comprehensive evaluation of the total vocational program

1. USOE Career Education Specific Student Outcome (s): Students who are leaving the formal education system will be successful in being placed in a paid occupation, in further occupation, or in unpaid work that is consistent with their current career education

2. Activities (See following page)

3. Evaluation -The implementation phase was completed for the 3 phase evaluation program.

   The 1975-1976 and 1976-1977 One and Five Year Vocational plans were accepted.

   A follow-up of students was initiated and data gathered from students. No data from employers received as of 5-1-76.

   Cost Analysis program not implemented.

   Evaluation was made by the Third Party Evaluator, the IDVTE and visitors to the Demonstration Center.

Activity Number	Activities to Accomplish Objective I-H	Staff Member Responsible
1.	3 Phase Evaluation	IDVTE Vocational Director, CIOEDC Dir.
2.	One and Five year Plan	Vocational Director CIOEDC Director
3.	Cost Analysis	Vocational Director CIOEDC Director
4.	Follow-up	Occupational Director Guidance Counselor
5.	Project Evaluation	Third Party Evaluator, IDVTE, Visitors

I. General Program Management Objective: Facilitate the accomplishment of local goals for the three components

I. Specific Program Management Objective: Develop knowledge and skills in students necessary for their assumption of the role of consumer

1. USOE Career Education Specific Student Outcome (s): Students will demonstrate increased competency in career decision-making skills:

   a. Students will be able to associate their own abilities and limitations with possible success in present or future paid and unpaid work
   b. Students will be able to relate their personal interests and values to types of paid and unpaid work and their associated life-styles
   c. Students will be able to identify, locate, and utilize sources of information to solve career decision-making problems
   d. Students will be able to determine the potential for future advancement/personal growth in work of their choosing
   e. Students will know the steps to be taken and the factors to be considered in career planning
   f. Students will demonstrate active involvement in career decision-making

2. Activities (See following page)

3. Evaluation - A one semester course has been developed and taught to all seniors. Consumerism is also taught in a junior high school course and the high school business course.

Activity Number	Activities to Accomplish Objective I-I	Staff Member Responsible
1.	Consumer & Homemaking course	Home Economics Instructor.

I. General Program Management Objective: Facilitate the accomplishment of local goals for the three components

J. Specific Program Management Objective: Develop an efficient and comprehensive system for the administration of vocational programs

1. USOE Career Education Specific Student Outcome (s): Students who are leaving the formal education system will be successful in being placed in a paid occupation, in further educations, or in unpaid work that is consistent with their current career education

2. Activities (See following page)

3. Evaluation - Using the four activities listed below the Cumberland School District and Lake Land College are implementing an efficient and comprehensive system for the administration of their vocational programs.

I. General Program Management Objective: Facilitate the accomplishment of local goals for the three components

K. Specific Program Management Objective: Develop a comprehensive program of career development activities

1. USOE Career Education Specific Student Outcome (s): All Applicable

2. Activities (See following page)

3. Evaluation - Fifteen programs were selected for implementation. Eleven programs were implemented to a satisfactory degree.

   One program (Cost Analysis) was not implemented because of problems related to the computer programming.

   The Curriculum Clusters in the Five Occupational Areas, Grades 9-10, an orientation curriculum guide was not implemented because of delay in availability.

   The Technical Math and Physics programs were not adopted by Lake Land College-ohter programs were preferred by their staff.

Activity Number	Activities to Accomplish Objective I-J	Staff Member Responsible
1.	IOCP	Vocational Director CIOEDC Director Dean of Career Education, Lake Land
2.	3 Phase Evaluation	Vocational Director CIOEDC Director
3.	One and Five Year Plan	Vocational Director CIOEDC Director
4.	Follow-up of Vocational Students	Vocational Director CIOEDC Director & Dean of Career Education, Lake Land College

Activity Number	Activities to Accomplish Objective I-K	Staff Member Responsible
1.	OCCUPAC	CIOEDC Director, Task Force Members & Staff
2.	ABLE	"
3.	VIP	"
4.	WECEP	"
5.	Consumer and Homemaking Education	"
6.	SIVE	"
7.	IOCP	"
8.	Follow-up	"
9.	3 Phase Evaluation	"
10.	Cost Analysis	"
11.	CERL	"
12.	CVIS	"
13.	Curriculum Cluster in the Five Occupational Areas Grades 9-10	"
14.	Technical Mathematics Grades 13-14	"
15.	Technical Physics Grades 13-14	"

I. General Program Management Objective: Facilitate the accomplishment of local goals for the three components

L. Specific Program Management Objective: Provide a systematic follow-up of vocational education graduates to determine the impact of their vocational training experiences relative to their subsequent employment

1. USOE Career Education Specific Student Outcome (s):

   a. Students who are leaving the formal educational system will be successful in being placed in a paid occupation, in further education or in unpaid work that is consistent with their current career education

   b. Students will be aware of means available for continued education once they left the formal educational system

      (1) Students will be able to identify sources of additional education in major types of paid and unpaid work
      (2) Students will be able to identify means to support additional education for themselves in major types of paid and unpaid work

2. Activities (See following page)

3. Evaluation - A survey has been sent to students and data recorded, but the employee survey has not been sent to employers for the Cumberland Unit School District.

   Lake Land has initiated a comprehensive follow-up beginning with Fall, 1975 entrance. Data will be available by 1977.

Activity Number	Activities to Accomplish Objective I-L	Staff Member Responsible
1.	Follow-up Study	Guidance Counselors and Vocational Directors

I. General Program Management Objective: Facilitate the accomplishment of local goals for the three components

M. Specific Program Management Objective: Enable students to make up academic deficiencies so that they can become admitted to occupational training programs

1. USOE Career Education Specific Student Outcome (s): Students will be aware of means available for continued education once they have left the formal educational system:

    a. Students will be able to identify sources of additional education in major types of paid and unpaid work
    b. Students will be able to identify means to support additional education for themselves in major types of paid and unpaid work

2. Activities (See following page)

3. Evaluation - The CVIS program identifies financial aid as well as training opportunities. This program was operational during 1975-1976.

    The prepardness program at Lake Land provides occupationally oriented auto-tutorial programs in technical math and physics. The curriculum materials developed through IDVTE funding were not implemented.

6

Activity Number	Activities to Accomplish Objective I-M	Staff Member Responsible
1.	Prepardness Program (Technical Math) (Technical Physics)	Teaching Staff & Vocational Director
2.	CVIS	Guidance Counselor & Librarian

II. General Program Management Objective: Provide a demonstration center according to objectives established by the DVTE

A. Specific Program Management Objective: To bridge the gap between the theoretical and development "findings" of activities sponsored by the Illinois Division of Vocational and Technical Education (DVTE) and actual implementation of those findings into two K-14 sites.

1. USOE Career Education Specific Student Outcome (s): Not applicable
2. Activities (See following page)
3. Evaluation - Materials for twelve DVTE programs was provided and eleven of those programs were implemented into the CIOEDC.

   The DVTE project directors provided consultant services concerning the use of each set of materials.

Activity Number	Activities to Accomplish Objective II-A	Staff Member Responsible
1.	Provide instructional staff with materials developed through DVTE funding	CIOEDC Diector
2.	Provide developers of project materials as consultants for the development of specific programs for implementation	CIOEDC Director

II. General Program Management Objective: Provide a demonstration center according to objectives established by the DVTE

B. Specific Program Management Objective: To implement into two (2) sites in Illinois (differentiated on the basis of total student enrollment) selected research, curriculum, developmental, special, and exemplary activities funded through special contract with local educational agencies and sponsored by the Illinois DVTE.

1. USOE Career Education Specific Student Outcome (s): Not applicable
2. Activities (See following page)
3. Evaluation - One program (9th-10th Grade Curriculum Clusters) of the original fifteen selected for implementation was not available. Therefore it was not implemented.

   Due to computer programming difficulties, the Cost Analysis Project was not implemented.

   Due to the nature of the Preparedness Program at Lake Land College the Technical Math and Physics textbooks were not adopted.

Activity Number	Activities to Accomplish Objective II-B	Staff Member Responsible
1.	Select and implement the following	CIOEDC Director, Staff, and Liaison Personnel
	K-8:	
	OCCUPAC (Occupational Information Learning Package)	Selected K-8 staff
	ABLE Model Program	
	Vocational Information Project	
	9-12	
	WECEP (Work Experience and Career Exploration Program)	WECEP Coordinator
	9-10 Grade Curriculum Clusters	Not Available
	CVIS	Guidance Counselor & Librarian
	Consumer and Homemaking Education	Home Economics Instr.
	Three Phase System for Evaluation	Vocational Director
	A System for Follow-up of Vocational Education Graduates	Vocational Director & Guidance Counselor
	9-14	
	IOCP (Illinois Occupational Curriculum Project)	Vocational Director
	A system for Determining the Differential Cost of Vocational Programs	Vocational Director
	Technical Mathematics and Technical Physics	Dean of Career Educ.
	K-14	
	SIVE (System for Individualizing Vocational Instruction)	CIOEDC Director & Career Task Force
	CERL (Career Education Resource Laboratory	Librarian

II. General Program Management Objective: Provide a demonstration center according to objectives established by the DVTE

C. Specific Program Management Objective: To provide an opportunity for a variety of persons to include teachers, counselors, administrators, labor and business representatives, state officials, USOE officials and legislators or their representatives on a state and national level to receive information and visit a Demonstration Center designed to exemplify proven learning techniques in career education and vocational education.

1. USOE Career Education Specific Student Outcome (s): Not applicable

2. Activities (See following page)

3. Evaluation

Sent brochures to the following groups of people: chief state school administrators; United States and Illinois senators and representatives; Directors of Curriculum Centers; participants in the Office of Career Education 1974 mini-conference; state personnel development coordinators for vocational education; state contact persons for Career Education; Project directors for exemplary vocational education programs; University Occupational Education coordinators; Part D Federal Project Directors; Curriculum liaison representatives; Regional curriculum management center directors; vocational directors in Illinois, junior colleges in Illinois; USOE officials; Illinois University Occupational Education coordinators; EPDA state personnel development coordinators; staff members of Cumberland Unit District #77; local newspapers and radio stations; Cumberland Unit District #77 school board members; guidance counselors; Illinois Regional Vocational Education Directors and IDAVTE consultants.

Information on the CIOEDC was publicized by: Greenup, Toledo, Casey, Effingham, Charleston and Mattoon newspapers; CERL newsletter; radio audiences of WKZI-A.M., WCRA-A.M. and WEIC-A.M.; CIOEDC brochure; Quad County News and Reviews; Cumberland Hi-Lites; CIOEDC Newsletters; Norris Electric News; WTWO Television station, Illinois Education Newsletter and DVTE Statewide News.

Information on the CIOEDC was given to the following groups: IDVTE consultants and advisory board; CIOEDC conference participants; CERL staff members; National Coordinating Conference of Administrators of Part D and Part C Projects and Programs, Dallas, Texas; Cumberland Unit District #77 board members and faculty; Career Education mini-conference conducted by the Office of Career Education, Washington, D.C.; Greenup Kiwanis Club; Cumberland Vocational Advisory Council; Staff and Interns of Project IMPACT; Illinois Principal Association, Chicago, Illinois; AVA convention, Anaheim, California; Region V USOE officials; Cumberland PTO; Lake Land's instructional staff; and Eastern Illinois University's graduate students.

Activity Number	Activities to Accomplish Objective II-C	Staff Member Responsible
1.	News items	CIOEDC Director
2.	Brochures	CIOEDC Director
3.	Presentations	Task Force, Staff and CIOEDC Director

II. General Program Management Objective: Provide a demonstration center according to objectives established by the DVTE

D. Specific Program Management Objective: To identify the appropriate and practical courses of action that must be taken to insure successful implementation of future research, developmental, curriculum special, and exemplary activities based on an objective analysis of implementation of completed projects into the two school sites.

1. USOE Career Education Specific Student Outcome (s): Not applicable
2. Activities (See following page)
3. Evaluation - The Educational Management Services, Incorporated provided evaluation data for the project. Quarterly reports and interim reports were submitted to the IDVTE for each phase of the project.

Activity Number	Activities to Accomplish Objective II-D	Staff Member Responsible
1.	Third Party Evaluation	Educational Management Services, Inc.
2.	Reports of Activities	CIOEDC Director

II. General Program Management Objective: Provide a demonstration center according to objectives established by the DVTE

E. Specific Program Management Objective: To evaluate the effectiveness and efficiency of the Demonstration Centers, as well as their integral activities, in terms of providing career development for the individual, marketable skills for a number of job entry levels, and/or sufficient instruction and training for successful continuation of formal education.

1. USOE Career Education Specific Student Outcome (s): Not applicable
2. Activities (See following page)
3. Evaluation - Four techniques were selected to evaluate the CIOEDC.

Activity Number	Activities to Accomplish Objective II-E	Staff Member Responsible
1.	Third Party Evaluator	Educational Management Services, Inc. Minn., Minn.
2.	3 Phase Evaluation	Vocational Director
3.	Follow-up Study	Guidance Counselor & Vocational Director
4.	Visitor Evaluation	CIOEDC Director DVTE

III. General Program Management Objective: Meet specific student oriented objectives as established by DVTE

A. Specific Program Management Objective: Programs designed to increase the self-awareness of each student, to develop in each student favorable attitudes about the personal, social, and economic significance of work, and to assist each student in developing and practicing appropriate career decision-making skills

1. USOE Career Education Student Outcome (s):

a. Students will demonstrate increased self awareness:

(1) Students will be able to describe their own current abilities and limitations
(2) Students will be able to describe their own current interests and values
(3) Students will display positive attitudes toward themselves
(4) Students will recognize that social, economic, educational, and cultural forces influence their development

b. Students will demonstrate increased awareness of and knowledge about work:

(1) Students will know the major duties and required abilities of different types of paid and unpaid work
(2) Students will know differences in work conditions and life styles associated with different types of paid and unpaid work
(3) Students will know entry requirements for major types of paid and unpaid work
(4) Students will know the impact of social and technological change on paid and unpaid work
(5) Students will know the important factors that affect work success and satisfaction

c. Students will demonstrate increased competency in career decision-making skills

(1) Students will be able to associate their own abilities and limitations with possible success in present or future paid and unpaid work
(2) Students will be able to relate their personal interests and values to types of paid and unpaid work and their associated life-styles

(3) Students will be able to identify, locate, and utilize sources of information to solve career decision-making problems
(4) Students will be able to determine the potential for future advancement/ personal growth in work of their choosing
(5) Students will know the steps to be taken and the factors to be considered in career planning
(6) Students will demonstrate active involvement in career decision-making

d. Students will demonstrate good work habits:

(1) Students will be able to plan work effectively
(2) Students will be able to adapt to varied work conditions
(3) Students will have a postive attitude towards the concept of quality in relation to a work task
(4) Students will have a positive attitude towards conservation of environmental and human resources in accomplishing work tasks
(5) Students will have a positive attitude towards responsibility for their own behavior and accomplishment of self-imposed work tasks
(6) Students will demonstrate a desire for continuous learning, both in school and out

2. Activities (See bottom of page)

3. Evaluation - An attitude survey was administered in 1974 at the beginning of the project and will be administered in April 1976.

Activity Number	Activities to Accomplish Objective III-A	Staff Member Responsible
1.	All programs	All staff

III. General Program Management Objective: Meet specific student oriented objectives as established by DVTE

B. Specific Program Management Objective: Programs at the elementary school level designed to increase the career awareness of students in terms of the board range of options open to them in the "World of Work"

1. USOE Career Education Student Outcome (s):
   a. Students will demonstrate increased self awareness:
      (1) Students will be able to describe their own current abilities and limitations
      (2) Students will be able to describe their own current interests and values
      (3) Students will display positive attitudes toward themselves
   b. Students will demonstrate increased competency in basic academic/vocational skills
      (1) Students will be able to demonstrate generally useful numerical skills
      (2) Students will be able to demonstrate generally useful communication skills
      (3) Students will be able to demonstrate generally useful information processing skills
      (4) Students will be able to demonstrate generally useful decision-making skills
      (5) Students will be able to demonstrate generally useful inter-personal skills
   c. Students will demonstrate increased awareness of and knowledge about work:
      (1) Students will know the major duties and required abilities of different types of paid and unpaid work
      (2) Students will know differences in work conditions and life styles associated with different types of paid and unpaid work
      (3) Students will know entry requirements for major types of paid and unpaid work
      (4) Students will know the impact of social and technological change on paid and unpaid work
      (5) Students will know the important factors that affect work success and satisfaction

d. Students will demonstrate increased competency in career decision-making skills

(1) Students will be able to associate their own abilities and limitations with possible success in present or future paid and unpaid work
(2) Students will be able to relate their personal interests and values to types of paid and unpaid work and their associated life-styles
(3) Students will be able to identify, locate, and utilize sources of information to solve career decision-making problems

2. Activities (See bottom of page)

3. Evaluation - Three activities have been implemented into the K-8 component. Data is being gathered on a pre & post basis.

Activity Number	Activities to Accomplish Objective III-B	Staff Member Responsible
1.	OCCUPAC	K-5 selected teachers, guidance counselor & librarian
2.	ABLE	"
3.	VIP	"

III. General Program Management Objective: Meet specific student oriented objectives as established by DVTE

C. Specific Program Management Objective: Programs at the junior high or middle school level designed to provide career orientation and meaningful exploratory experiences for students

1. USOE Career Education Student Outcome (s):

a. Students will demonstrate increased self awareness:

(1) Students will be able to describe their own current abilities and limitations
(2) Students will be able to describe their own current interests and values
(3) Students will display positive attitudes toward themselves
(4) Students will recognize that social, economic, educational, and cultural forces influence their development

b. Students will demonstrate increased competency in basic academic/vocational skills

(1) Students will be able to demonstrate generally useful numerical skills
(2) Students will be able to demonstrate generally useful communication skills
(3) Students will be able to demonstrate generally useful information processing skills
(4) Students will be able to demonstrate generally useful decision-making skills
(5) Students will be able to demonstrate generally useful inter-personal skills

c. Students will demonstrate increased awareness of work values and possess a desire to engage in paid and/or unpaid work

(1) Students will recognize the bases of various work values
(2) Students will possess positive attitudes towards paid and unpaid work

d. Students will demonstrate increased awareness of and knowledge about work:

   (1) Students will know the major duties and required abilities of different types of paid and unpaid work
   (2) Students will know differences in work conditions and life styles associated with different types of paid and unpaid work
   (3) Students will know entry requirements for major types of paid and unpaid work
   (4) Students will know the impact of social and technological change on paid and unpaid work
   (5) Students will know the important factors that affect work success and satisfaction

e. Students will demonstrate increased competency in career decision-making skills:

   (1) Students will be able to associate their own abilities and limitations with possible success in present or future paid and unpaid work
   (2) Students will be able to relate their personal interests and values to types of paid and unpaid work and their associated life-styles
   (3) Students will be able to identify, locate, and utilize sources of information to solve career decision-making problems
   (4) Students will be able to determine the potential for future advancement/personal growth in work of their choosing
   (5) Students will know the steps to be taken and the factors to be considered in career planning
   (6) Students will demonstrate active involvement in career decision-making

f. Students will demonstrate good work habits:

   (1) Students will be able to plan work effectively
   (2) Students will be able to adapt to varied work conditions
   (3) Students will have a positive attitude towards the concept of quality in relation to a work task
   (4) Students will have a positive attitude towards conservation of environmental and human resources in accomplishing work tasks
   (5) Students will have a positive attitude towards responsibility for their own behavior and accomplishment of self-imposed work tasks
   (6) Students will demonstrate a desire for continuous learning, both in school and out

2. Activities (See following page)

3. Evaluation - A number of classes provided career exploration activities.
A guidance program helped students identify areas of interest.
A new course in Career Education was implemented in the fall of 1976.

Activity Number	Activities to Accomplish Objective III-C	Staff Member Responsible
1.	OCCUPAC	Selected 6-8 grade teachers, guidance counselor & librarian
2.	ABLE	"
3.	VIP	"

III. General Program Management Objective: Meet specific student oriented objectives as established by DVTE

D. Specific Program Management Objective: Programs at grade levels 10 through 14, designed to provide job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experience and cooperative education opportunites for all students

1. USOE Career Education Student Outcome (s):
    - a. Students will demonstrate increased competency in career decision-making skills
        - (1) Students will be able to associate their own abilities and limitations with possible success in present or future paid and unpaid work
        - (2) Students will be able to relate their personal interests and values to types of paid and unpaid work and their associated life-styles
        - (3) Students will be able to identify, locate, and utilize sources of information to solve career decision-making problems
        - (4) Students will be able to determine the potential for future advancement/personal growth in work of their choosing
        - (5) Students will know the steps to be taken and the factors to be considered in career planning
        - (6) Students will demonstrate active involvement in career decision-making
    - b. Students will demonstrate good habits:
        - (1) Students will be able to plan work effectively
        - (2) Students will be able to adapt to varied work conditions
        - (3) Students will have a positive attitude towards the concept of quality in relation to a work task
        - (4) Students will have a positive attitude towards conservation of environmental and human resources in accomplishing work tasks
        - (5) Students will have a positive attitude towards responsibility for their own behavior and accomplishment of self-imposed work tasks
        - (6) Students will demonstrate a desire for continuous learning, both in school and out

c. Students will demonstrate work-seeking and work-getting skills:

- (1) Students will be able to identify, locate and utilize sources that contain information about existing paid and unpaid work possibilities
- (2) Students will be able to demonstrate skills required in applying for and accepting work

d. Students will be aware of means available for continued education once they have left the formal educational stsyem:

- (1) Students will be able to identify sources of additional education in major types of paid and unpaid work
- (2) Students will be able to identify means to support additional education for themselves in major types of paid and unpaid work

2. Activities (See bottom of page)

3. Evaluation - The new work experience program implemented at Cumberland was the WECEP program. It will feed students into a Cooperative Work Training or Cooperative Vocational Education work program.

Activity Number	Activities to Accomplish Objective III-D	Staff Member Responsible
1.	WECEP	Occupational Education Program Coordinator

III. General Program Management Objective: Meet specific student oriented objectives as established by DVTE

E. Specific Program Management Objective: Programs designed to insure the placement and follow-up of all exiting students in either: (a) a job, (b) a post-secondary occupational program, or (c) a baccalaureate program

1. USOE Career Education Student Outcome (s): Students who are leaving the formal education system will be successful in being placed in a paid occupation, in further education, or in unpaid work that is consistent with their current career education

2. Activities (See following page)

3. Evaluation - Placement services are provided through the vocational director and placement directors. These directors and the guidance counselors conducted a Follow-up study of all students.

   A follow-up study has been initiated by Lake Land College. The data will be available in late 1976.

Activity Number	Activities to Accomplish Objective III-E	Staff Member Responsible
1.	Placement	Vocational Director Guidance Placement Director
2.	Follow-up	Vocational Director Guidance

RESULTS OF A SELF-EVALUATION BY THE CAREER TASK FORCE OF THE CIOEDC PROJECT

CIOEDC Program Management Objectives

Outstanding Level of Achievement	Satisfactory Level of Achievement	Unsatisfactory Level of Achievement	Need more Information before Making a Judgement	CIOEDC Program Management Objectives
				I. Facilitate the accomplishment of local goals for elementary, secondary and post-secondary components.
58.1	16.6	24.9	0	A. Support, enrich and vitalize the academic curriculum and make general educational experiences more meaningful to students
41.5	58.1	0	0	B. Develop an understanding and appreciation of the dignity of honest work
74.7	24.9	0	0	C. Provide opportunities for attaining knowledge of industrial vocations and related avocational pursuits and hobbies
24.9	74.7	0	0	D. Foster in students at the exit level (grade 8) some articulated career interests and an awareness of those interests in relation to the various avenues of training available at the secondary level
48.4	48.4	0	0	E. Provide the instructional staff the training, materials and encouragement necessary for the development of a viable program which will meet the needs of all students
41.5	32.2	16.6	8.3	F. Identify those students who would benefit from vocational education and encourage them to enroll in a program which best fits their interests and abilities
74.7	24.9	0	0	G. Provide a cooperative work experience program for students identified as potential dropouts
33.2	58.1	0	8.3	H. Provide a comprehensive evaluation of the total vocational program
24.9	66.4	0	0	I. Develop knowledge and skills in students necessary for their assumption of the role of consumer
49.6	41.5	8.3	0	J. Develop an efficient and comprehensive system for the administration of vocational programs
49.6	49.6	0	0	K. Develop a comprehensive program of career development activities
24.9	49.6	8.3	16.6	L. Provide a systematic follow-up of vocational education graduates to determine the impact of their vocational training
0	74.7	8.3	8.3	M. Enable students to make up academic deficiencies so that they can become admitted to occupational training programs
				II. Provide a demonstration center according to objectives established by the DVTE
41.5	58.1	0	0	A. To bridge the gap between the theoretical and development "findings" of activities sponsored by the Illinois Division of Vocational and Technical Education (DVTE) and actual implementation of those findings into two K-14 sites

O	S	U	N	
49.6	49.6	0	0	B. To implement into two (2) sites in Illinois (differential on the basis of total student enrollment) selected research, curriculum, developmental, and exemplary activities funded through special contract with local educational agencies and sponsored by the Illinois DVTE
74.4	24.9	0	0	C. To provide an opportunity for a variety of persons to include teachers, counselors, administrator, labor and business representatives on a state and national level to receive information and visit a Demonstration Center designed to exemplify proven learning techniques in career education and vocational education
33.2	58.1	8.3	0	D. To identify the appropriate and practical courses of action that must be taken to insure successful implementation of future research, developmental curriculum special, and exemplary activities based on an objective analysis of implementation of completed projects into the two school sites.
41.5	58.1	0	0	E. To evaluate the effectiveness and efficiency of the Demonstration Center, as well as their integral activities, in terms of providing career development for the individual, sufficient instruction and training for successful continuation of formal education
				III. Meet specific student oriented objectives as established by DVTE
49.6	49.6	0	0	A. Programs designed to increase the self-awareness of each student, to develop in each student favorable attitudes about the personal, social, and economic significance of work, and to assist each student in developing and practicing appropriate career decision-making skills
58.1	41.5	0	0	B. Programs at the elementary school level designed to increase the career awaremess of students in terms of the board range of options open to them in the "World of Work"
49.6	33.2	16.6	0	C. Programs at the junior high or middle school level designed to provide career orientation and meaningful exploratory experiences for students
24.9	74.7	0	0	D. Programs at grade levels 10 through 14, designed to provide job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experience and cooperative education opportunities for all students
24.9	49.6	8.3	16.6	E. Programs designed to insure the placement and follow-up of all exiting students in either: (a) a job, (b) a post-secondary occupational program, or (c) a baccalaureate program

RESULTS OF A SELF-EVALUATION BY THE CAREER TASK FORCE OF THE CIOEDC PROJECT

O-Outstanding level of achievement *U-Unsatisfactory level of achievement*
S-Satisfactory level of achievement *N-Need more information before making a judgement*

CAREER EDUCATION OBJECTIVES IN TERMS OF STUDENT OUTCOME STATEMENTS

(as identified by the U.S. Office of Education)

O	S	U	N	
				I. Students will demonstrate increased self awareness:
24.9	66.4	8.3	0	A. Students will be able to describe their own current abilities and limitatio
33.2	58.1	8.3	0	B. Students will be able to describe their own current interests and values
8.3	89.3	0	0	C. Students will display positive attitudes toward themselves
24.9	66.4	16.6	0	D. Students will recognize that social, economic, educational, and cultural forces influence their development
				II. Students will demonstrate increased competency in basic academic/vocational skills:*
8.3	89.3	0	0	A. Students will be able to demonstrate generally useful numerical skills
8.3	89.3	8.3	0	B. Students will be able to demonstrate generally useful communication skills
0	89.3	8.3	0	C. Students will be able to demonstrate generally useful information processing skills
0	89.3	8.3	0	D. Students will be able to demonstrate generally useful decision-making skills
0	74.7	24.9	0	E. Students will be able to demonstrate generally useful inter-personal skills
				III. Students will demonstrate increased awareness of work values and posses a desire to engage in paid and/or unpaid work:
24.9	74.7	0	0	A. Students will recognize the bases of various work values
41.5	58.1	0	0	B. Students will posses positive attitudes toward paid and unpaid work
				IV. Students will demonstrate increased awareness of and knowledge about work:
33.2	49.6	16.6	0	A. Students will know the major duties and required abilities of different types of paid and unpaid work
41.5	33.6	16.6	16.6	B. Students will know differences in work conditions and life styles associated with different types of paid and unpaid work
16.6	58.1	16.6	8.3	C. Students will know entry requirements for major types of paid and unpaid work
8.3	58.1	16.2	8.3	D. Students will know the impact of social and technological change on paid and unpaid work
8.3	74.7	16.2	0	E. Students will know the important factors that affect work success and satisfaction

O	S	U	N	
				V. Students will demonstrate increased competency in career decision-making skills
16.2	58.1	24.9	0	A. Students will be able to associate their own abilities and limitations with possible success in present or future paid and unpaid work
8.3	83.0	8.3	0	B. Students will be able to relate their personal interests and values to types of paid and unpaid work and their associated life-styles
33.2	58.1	8.3	0	C. Students will be able to identify, locate and utilize sources of informatio to solve career decision-making problems
8.3	83.0	0	8.3	D. Students will be able to determine the potential for future advancement/ personal growth in work of their choosing
24.9	49.6	24.9	0	E. Students will know the steps to be taken and the factors to be considered in career planning
41.5	49.6	8.3	0	F. Students will demonstrate active involvement in career decision making
				VI. Students will demonstrate good work habits:
0	89.3	0	8.3	A. Students will be able to plan work effectively
8.3	89.3	0	0	B. Students will be able to adapt to varied work conditions
8.3	83.0	8.3	0	C. Students will have a positve attitude towards the concept quality in relation to a work task
16.6	74.7	8.3	0	D. Students will have a positive attitude towards conservation of environmenta and human resources in accomplishing work tasks
16.6	74.7	0	8.3	E. Students will have a positive attitude towards responsibility for their own behavior and accomplishment of self-imposed work tasks
8.3	58.1	41.5	0	F. Students will demonstrate a desire for continuous learning, both in school and out
				VII. Students will demonstrate work-seeking and work-getting skills:
24.9	58.1	8.3	8.3	A. Students will be able to identify, and utilize sources that contain information about existing paid and unpaid work possibilities
16.6	83.0	0	0	B. Students will be able to demonstrate skills required in applying for and accepting work
8.3	49.6	16.6	16.6	VIII. Students who are leaving the formal education system will be successful in bein placed in a paid occupation, in further education, or in unpaid work that is consistent with their current career education.
				IX. Students will be aware of means available for continued education once they have left the formal educational system:
33.2	66.4	0	0	A. Students will be able to identify sources of additional education in major types of paid and unpaid work
0	99.6	0	0	B. Students will be able to identify means to support additional education for themselves in major types of paid and unpaid work

Level of Involvement Prior to the CIOEDC Project-1974

Prior to the CIOEDC project initiation in 1974 Cumberland Unit District #77 had already begun a level of committment to Career Education above many other schools. This committment was exemplified in the following activities:

1. Five elementary and three junior high school teachers had field tested career education related materials for Ohio State University.
2. The eighth grade class had developed 27 OCCUPACs (See number 4 below)
3. The eighth grade students had conducted a resource survey in which various occupations in the community were identified.
4. The eighth grade had initiated a pilot of the "Foxfire" study whereby many of the techniques of that nationally acclaimed project were used in gathering career education materials and relating them to the language arts.
5. Special education students were introduced to manufacturing careers through the utililization of community resourse people in the classroom.
6. Three out of every four high school students were enrolled in a vocational program.
7. Two work experience programs had been introduced into the high school curriculum.
    a. The Cooperative Vocational Education program was designed to provide students, sixteen or older, vocational training in an occupation on a part-time basis. The students alternate in a half day basis between study in school and training on the job. In the program, the student's school time is devoted (a) to high school courses for graduation and (b) to a study of the technical and general related information to the occupation for which he is being trained.
    b. Cooperative Work Training is a work experience program with an in-school related class that was designed to meet the special needs of its students. These needs may be economic, academic, social, or the lack of vocational skills. The goal of this course has been to develop competencies adequate for wage earning employment. Students must be at least sixteen years old, receive work training at a minimum of fifteen hours per school year, and have been paid beginning wages while attending school on a half-day basis. Choices of jobs has been made from all areas of semi-skilled and service occupations.
8. Cumberland Unit #77 has been a member of a ten county Eastern Illinois School Development Council which helped to establish C.E.R.L. (See page 12)

9. Cumberland Unit District #77 had had a continued history of cooperation with Lake Land College for adult education.
10. Cumberland High School had a fully approved vocational program by the Division of Vocational and Technical Education, Illinois Office of Education.

Level of Involvement after Initiation and Implementation of CIOEDC Project 1974-1976

The present level of committment to career education has been significantly enhanced through the implementation of the CIOEDC project. From 1974 through 1976 the level of career education related activities has increased more than three fold. The following is a list of further evidence to the committment that has been made:

1. Work Experience and Career Exploration Programs were initiated under the sponsorship of the Special Programs Unit, Division of Vocational and Technical Education, Illinois Office of Education. "WECEP" has included in-school related instruction for a minimum of one class period per school day and up to 28 hours of on-the-job training per week. The program has been flexible to provide open entry and exit. The program has helped the student to advance academically as well as be exposed to a wide range of career possibilities. Another aim of the program has been to help the student develop .. positive attitudes toward work rather than indepth training in a specific occupation. When the enrollee exits the program, he has been able to pursue one of three alternatives: vocational skill program, academic program, or employment at an entry level and with some positive attitudes toward work. Enrollment has been limited to 14 and 15 year old students identified as potential dropouts when they reach the age of 16. They may be either elementary or high school enrollees.
2. The Project ABLE (Authentic Basic Life-Centered Education) was included as a program which emphasizes the World of Work as the organizing center for the curriculum of the elementary school. The skills of interviewing have been stressed as a means of gaining occupational information. Significant contributions of this activity have been the improvement of the technique of inquiry and the gaining of an understanding of the relevance of education in the world of work.
3. The Vocational Information Project (VIP) was implemented. In this project, television equipment provided a means of recording people at work in the various institutions and establishments in the local communities. The video tapes varied from 8 to 20 minutes in length. The topics of the video tapes have been to the students vocational interest.

Playback of the video tapes has been on ordinary classroom television monitors by means of small video tape recorders. This particular program has aided students in the development of language skills as well as providing on-site interviews of workers.

4. Implementation of professionally prepared and student created OCCUPACs has taken place. An OCCUPAC is a package of multi-media materials which presents career development activities at a level which can be comprehended by students in grades K-9. OCCUPACs contain slides, tapes, equipment and materials used in various occupations, decision-making simulation activities, and props of all kinds from the real World of Work.
5. The installation of the Computerized Vocational Information System (CVIS) project has provided students with a tool with which to explore computerized information about self interests and educational opportunities as they relate to careers. Students interact with an IBM computer at Cumberland High School connected to a data bank at Eastern Illinois University. By use of a computerized program the student can identify needs, interests, educational programs and manpower information.
6. The System for Individualizing Vocational Education (SIVE) has provided opportunities for teachers of K-14 students to develop individualized occupational experiences for their students. Through mini grants, funds, materials and instruction have been made available to produce high quality, effective teaching materials geared to local needs and interests. These materials have been not only used by the teachers producing them but also by other teachers who have similiar instructional objectives.
7. A System for the Follow-up of Vocational Education graduates has been established and has provided a system for delivering a continuous flow of uniform follow-up data on vocational education graduates which is needed to satisfy state and federal accountability requirements and assist state and local school personnel in decision making.
8. The Illinois Occupational Curriculum Project has been a program consisting of management strategies related to typical program planning and evaluation problems, as well as guidelines and activities with step-by-step procedures, sample forms, letters, instruments, and much more. All of this has been focused on:
    a. Identifying programs to best meet the needs of a local school service area.
    b. Identifying appropriate course and program content.
    c. Utilizing community and staff resources.
    d. Gathering and analyzing information for decision-making.
    e. Determining the success of occupational programs.

9. An improved Consumer and Homemaking education program was designed to meet the needs of all students. It has guided them in developing the ability to manage money, buy goods and services for the achievement of a level of living reflecting their standards, goals, and values. The program has also prepared and assisted those students who will be leading a dual role as wage earners and homemakers.
10. The utilization of the centralized Career Education Resource Laboratroy (CERL) has facilitated the coordination of programs and services for rural school districts in east central Illinois. Resources and services have been made available to schools and through an established communication system. These resources have been utilized to more effectively present a program of career education in our public school system.
11. A Three Phase System for Statewide Evaluation of Occupational Education Program in Illinois was utilized in regards to the project. This three phase system included.
    a. Phase One which is a self evaluation by the district and by a visiting team in planning the district's occupational programs.
    b. Phase Two of the evaluation system is devoted to the review and evaluation of the Local District One-and-Five-Year-Plan for Vocational and Technical Education by the staff of the Division's Program Approval and Evaluation Unit.
    c. Phase Three has been designed to provide a local district with a profile of their occupational program through the utilization of a visitation team comprised of external business and industrial representatives (management, labor and others), vocational educators and students from outside the district.
12. Sixty-five percent of all K-12 teachers have received at least four hours of career education in-service training.
13. Fifty percent of the staff has participated in one university credit career education workshop.
14. Eleven percent of the staff has participated in two university credit career education workshops.
15. Twenty-one percent of the staff has developed sixteen career education units of instruction through mini grant funding.
16. One hundred percent of the counseling and guidance personnel have received four hours of in-service credit.
17. Sixty-three percent of the K-12 teachers have carried out at least one career education activity.
18. Sixty-two percent of all K-8 teachers have devised and carried out one career education activity.
19. Fifty-nine percent of the midddle/junior high school teachers have devised and carried out one career education activity.

20. Forty-six percent of the elementary (1-5) teachers have devised and carried out two career education activities.
21. Eighty-seven percent of the K-12 students have participated in one career education field trip, while thirty-nine percent have participated in two, two percent in three and zero percent in four.
22. Ninety-six percent of the elementary students (K-5) have participated in one career education field trip, forty-six percent in two, ten percent in three and five percent in four.
23. Forty-six percent of the junior high students have participated in one field trip, thirteen percent in two, six percent in three and three percent in four. All of these field trips were in the academic areas.
24. Seventy percent of the vocational teachers in the high school have provided one career education field trip, fifty percent have provided two, forty percent have provided three and twenty percent have provided four. This is contrasted to thirty-three percent of the academic teachers in the high school having provided one career education field trip, twenty-six percent having provided two, six percent having provided three and zero percent having provided four.
25. Twenty-eight resource persons have visited and participated as speakers at the school.
26. Six percent of the parents of all K-12 students have actively participated in career education activities.
27. The Cumberland Unit #77 school board has officially endorsed Career Education by authorizing a board motion for a grant to fund the CIOEDC project.
28. A systematic evaluation of the effectiveness of career education has been made by a third party evaluator and results of that evaluation are available.
29. A Career Education Coordinating or Advisory Council has been established.
30. A work program for the emotionally handicapped student has been initiated in the district.
31. The Cumberland Unit schools has been a field testing site for the following:
    a. Project Touch-Minneapolis
    b. Agribusiness Curriculum-Ohio State University
    c. Job Survival Skills-University of Illinois
    d. Attitude Survey-University of Illinois
32. Cumberland Unit #77 has provided an Illinois Occupational Curriculum Project workshop for the area school administrators.
33. The CIOEDC has provided three national conferences.
34. The CIOEDC has been responsible for the specific contact of seven thousand educators through mailings. A general populace of seven million has been served and informed through the news media.

APPENDIX G
OCCUPATIONAL EDUCATION RESOURCES

CIOEDC COMMUNITY RESOURCE FILE

Name of Business ____________________

Address ____________________

____

Phone ____________________

Person to Contact ____________________

Title ____________________

Resource:

____ Talk ____________________

____

____ Demonstration ____________________

____

____ Field Trip ____________________

____

____ Materials ____________________

____

Evaluation of Resource:

(over)

Unit for which this resource was used ________

____

____

Subject Area ____________________

Grade Level ____________________

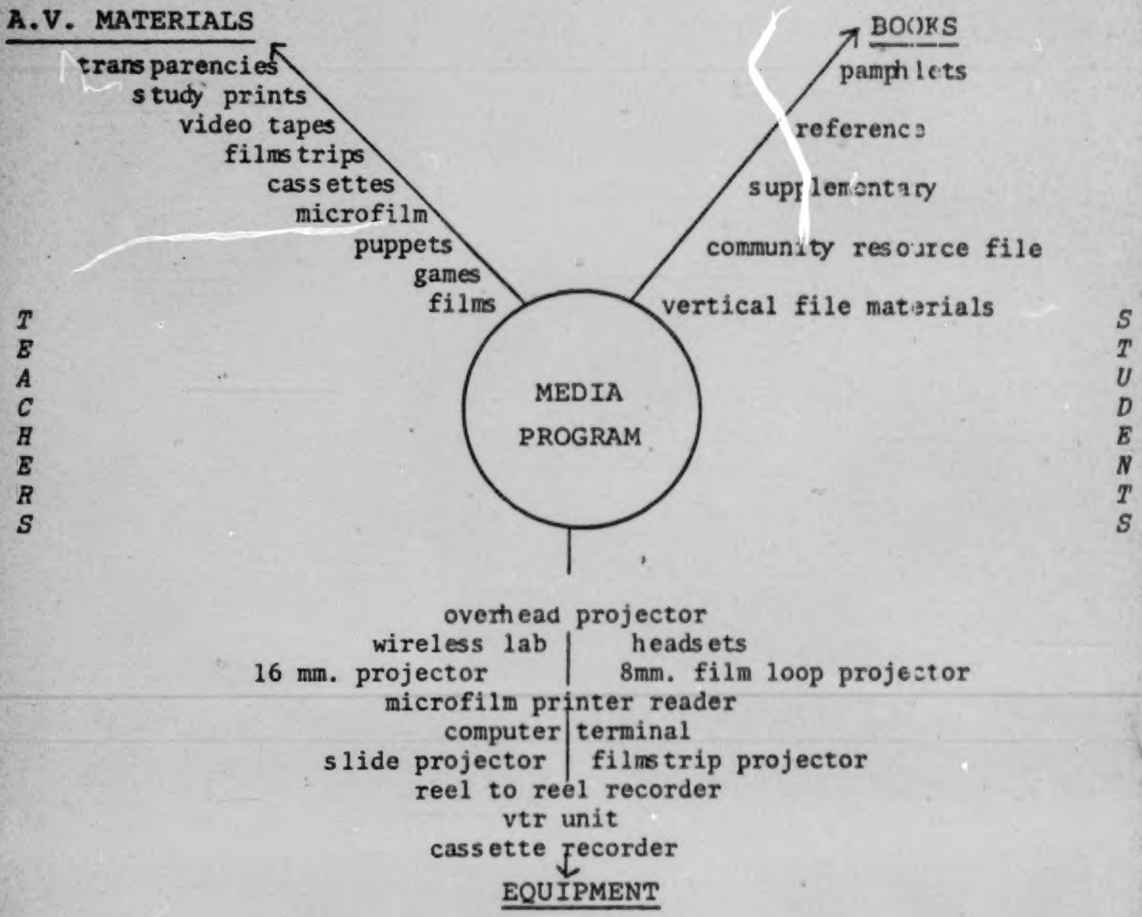
PLANNED OCCUPATIONAL EDUCATION ACTIVITIES

Before using resource person or taking field trip

After using resource person or taking field trip

CIOEDC COMMUNITY RESOURCE FILE

CAREER EDUCATION



A.V. MATERIALS
- transparencies
- study prints
- video tapes
- filmstrips
- cassettes
- microfilm
- puppets
- games
- films

BOOKS
- pamphlets
- reference
- supplementary
- community resource file
- vertical file materials

TEACHERS

MEDIA PROGRAM

STUDENTS

EQUIPMENT
- overhead projector
- wireless lab
- headsets
- 16 mm. projector
- 8mm. film loop projector
- microfilm printer reader
- computer terminal
- slide projector
- filmstrip projector
- reel to reel recorder
- vtr unit
- cassette recorder

CUMBERLAND UNIT DISTRICT #77
TOLEDO, ILLINOIS 62468

ESTABLISHING THE CAREER EDUCATION RESOURCE CENTER

Career Education has become an integral part of the curriculum at Cumberland Unit District #77 in the last three years as a result of the CIOEDC Project, but not without its problems in so far as the media center is concerned. Generally speaking, it is the prime purpose of any media center to make information available when needed. The problems of storage and retrieval of information are greatly hampered in a school district the size of Cumberland when the career related materials purchased total approximately $14,000; most of which was purchased during the first year of the project.

It is the purpose of this pamphlet to explore some of the problems Cumberland encountered and to explain some solutions that were used. Some of the problems may not pertain to all school districts just as some of the solutions may not work in all situations, but generally speaking many of the problems will be similar. The most obvious and immediate problems during the first of the three years of this project were space, time and personnel.

* * * SPACE * * *

The hardest problem to solve unless the library's media center is to be remodeled extensively is space. Rearranging the library furniture may help to a limited extent. Shelves placed in some unused corner may give the storage space needed. If not, some shelves placed higher on a wall may be the only solution. Ask faculty members or community friends for suggestions when a solution seems impossible. Another person's viewpoint can be very helpful.

* * * TIME - PERSONNEL * * *

Time and personnel go hand in hand. If the school will not permit the hiring of professional or clerical help, make good use of student help each period and also community volunteer groups; such as, ladies' clubs, senior-citizen groups, community-school groups (PTA), or the school advisory members. These people can do alot of the clerical tasks of typing, gluing, stamping and filing.

Make the school administrators aware of the problems in the media center and ask to be temporarily relieved of special tasks that are not related to the media program such as class sponsor, yearbook advisor, student council advisor or book store manager to name a few.

* * * SELECTION * * *

Teacher requests and librarian recommendations are a good way to get started. Most companies will let you order materials on approval so that the teacher requesting the material can preview and evaluate it. The "approval plan" makes more bookkeeping necessary but it gets the teachers actively involved. An in-service workshop can provide the opportunity for teachers to preview the career education materials available and to make purchase recommendations. This is a good way to get everyone involved at the beginning of the school year.

Magazines such as Booklist, Previews, Media and Methods and Audio Visual Instruction; audio visual company catalogues; and visits to exhibits of materials will assist in the selection of non-book materials.

* * * PROCESSING * * *

Non-book materials are more difficult and time consuming to process than books. Some suggestions for cataloging non-book materials are:

1. Purchase material already processed when possible.
2. Purchase card kits if available when materials are ordered from publishers
3. Xerox Bibliographics, Columbus, Ohio supplies catalog card kits for print and non-print materials. They require a submitted list alphabetical by publisher, then by title.
4. NICEM INDEXES supply the Library of Congress number which is necessary to order Library of Congree catalog cards. These indexes are expensive, but provide information not in other sources; for more information write to: National Information Center for Educational Media, University of Southern California, University Park, Los Angeles, California 90007.
5. Catalog the material yourself using:
   Hicks, Warren B. Developing Multi-Media Libraries. New York: R.R. Bowker, 1970.
   Plunkett, Dalton G. Cataloging Standards for Non-Book Materials. Tigard, Oregon: Northwest Library Service, 1968.

* * * INTEGRATING * * *

One of the most time consuming jobs connected with the entire project was making a bibliography of all the career related materials - new and old. Before actually compiling the bibliography the old collection of career materials was "weeded" of outdated books. This bibliography includes books as well as non-print materials. A brief description of each book and set of audio visual materials was included in the resource center's first bibliography. Compiling this information for the amount of materials purchased takes a great deal of time.

For Further Information Contact:

Mrs. Anita Thomas
Cumberland High School
R.R. 1
Toledo, IL 62468
217/923/3133

Mrs. Dorothy Lawson
CIOEDC
Cumberland Unit District #77
R.R. 1
Toledo, IL 62468
217/923/3137

DURING THE BI-CENTENNIAL YEAR
TRAVEL THE OLD NATIONAL TRAIL
THROUGH ILLINOIS

Traces of the "Old West" still linger in Greenup

VISIT

GREENUP, JEWETT and TOLEDO, ILLINOIS

Communities Involved in the Career Development of Their Citizens

THROUGH THE

CIOEDC

THE COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION
(NATIONAL) DEMONSTRATION CENTER

A Joint Project Between
Cumberland Unit School District, Lake Land College and the Community

THE LOCATION

The tri-community area of Greenup, Jewett and Toledo is located in Cumberland County in east central Illinois. It lies midway between Indianapolis, Indiana and St. Louis, Missouri on interstate #70 and is 190 miles south of Chicago, 24 miles east of interstate #57. Lake Land College in Mattoon, Illinois lies 25 miles to the northwest of state route #121. Eastern Illinois University, in Charleston, Illinois lies 20 miles north on state route #130.

THE POPULATION

The 1970 census figures have given the tri-community population as 2,897. Cumberland County has a rural population of 5,605.

THE TOPOGRAPHY

The surrounding surface area is level with the communities in the more rolling sections. This area is just south of the southern most tip of the Wisconsin glaciation. This land is drained by the Embarras River which flows into the Wabash River.

THE CLIMATE

The prevailing westerly winds carry moisture from the Gulf of Mexico, yielding an average annual rainfall of 37.9 inches. An average growing season of 175 days, with early spring and late fall warmth, and usually mild winters, makes the area very desirable.

THE CIOEDC

The **C**omprehensive **I**llinois **O**ccupational **E**ducation **D**emonstration **C**enter located in the Cumberland School District and Lake Land College, is a project funded by the Illinois Division of Vocational and Technical Education, Office of Education, Springfield, Illinois. The project is designed to demonstrate unique occupational education programs which provide experiences for the career development of students from Kindergarten through grade 14. The programs are COMMUNITY CENTERED to give the students first hand experiences which help provide a relevance between schooling and the "World of Work". The CIOEDC welcomes visitors to the National Demonstration Conferences to be held in October, 1975; February, 1976; March, 1976; and April, 1976.

GREENUP, ILLINOIS

Founded in 1833

Greenup Municipal Building

Greenup is a village in Cumberland County, Illinois. It received its name from William C. Green who platted the Village in 1834. Today Greenup has a population of 1,618 and still holds the appearance of the "old West" as seen by the over hanging porches on the store fronts pictured on the front cover. Cumberland street, the main street, is on the NATIONAL TRAIL.

Greenup is governed by a mayor and six aldermen. The city gets its water supply from wells in the Embarras River bottom. The village operates its own electrical and natural gas distribution system. At the present time there are building codes but no zoning ordinances.

A newspaper, many small businesses and two factories which are well established in the community have provided sites for field trips, work experiences, and persons in the occupation to be interviewed.

TOLEDO, ILLINOIS

founded in 1858

The County Court House on the Toledo Square

The first name for this village was Prairie City because at that time the land was covered with prairie grass ten to twelve feet high. Today the village of Toledo has a population of 1,064 and is the county seat for Cumberland County.

Toledo is governed by a Board of Trustees consisting of a village President and six trustees. The village owns the system which provides water, sanitary sewage and natural gas to all citizens, and businesses within the corporate limits. At the present time there are no zoning ordinances or building codes. A newspaper, many small businesses, county and state office staffs, service the area and provide additional career experiences and information.

JEWETT, ILLINOIS

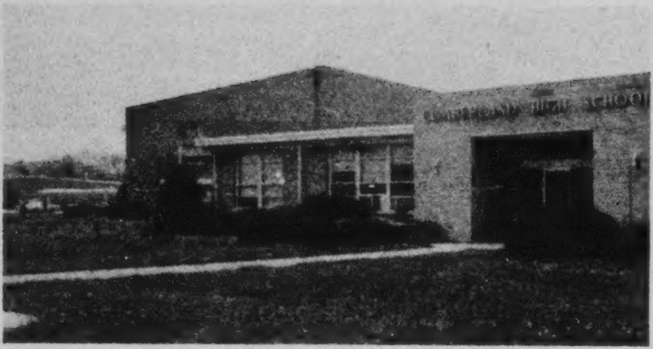
founded in 1844

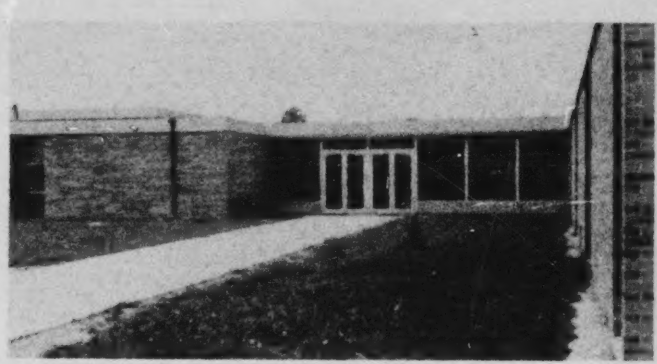
Ham and Beans are cooked in old iron kettles for the annual Homecoming Festivities in Jewett's Homecoming Park.

Jewett was first called Pleasantville and was a major railroad shipping point for the county. It was also known as a great stage coach station. Today it has a population of 211 and is quietly nestled in the corn and soybean fields.

Jewett is governed by a Board of Trustees. The community can best be described as a community which has served its county well and has remained a friendly village along the side of the Trail. Most of its residents are retired, farmers, or workers in other communities. There are a few businesses remaining which provide for the daily needs of its citizens. Local residents have been willing to provide students with insights into various lifestyles and identify ways of coping with a changing society.

ELE
SECO
POST-
COMPONEN

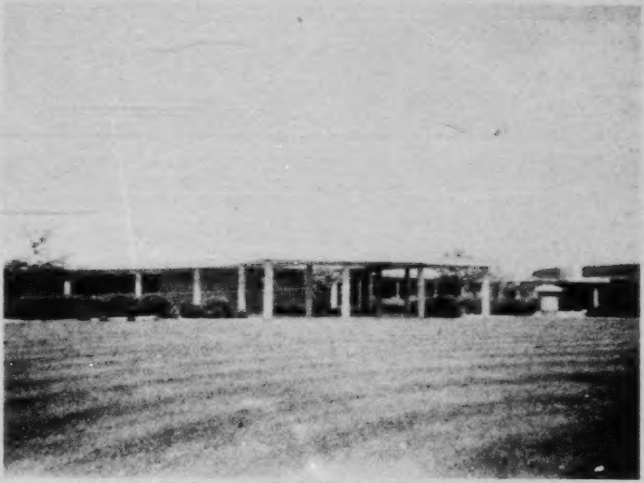

Cumberland High School - Grades 9-12


Cumberland Elementary and Junior High School K-8

Cumberland Unit School District #77 has 185.6 square miles of Cumberland County within its borders. The school plant is situated on 40 acres lying between Greenup and Toledo, on state route #121. 100% of the student population of 1,450, drawn from the three communities of Greenup, Jewett, and Toledo and the outlying areas of the district, is bussed to and from school.

The school district welcomes visitors to the CIOEDC where you will see unique career/occupation programs involving students and the community in "World of Work" activities.

ARY RY & NDARY THE CIOEDC

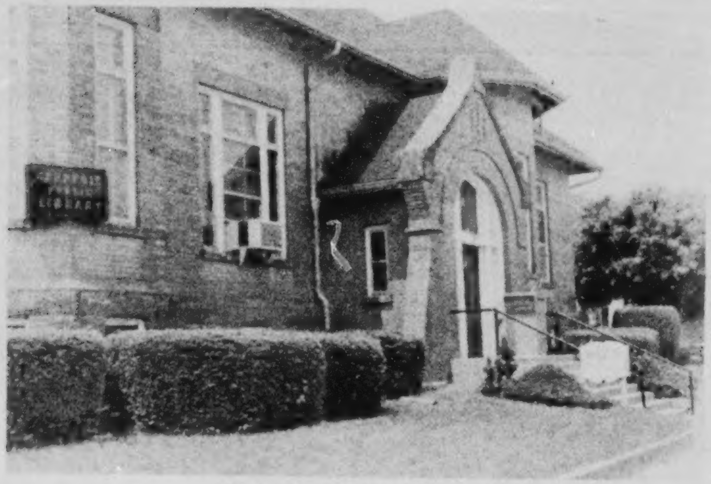


Lake Land College Library

Lake Land College is a commuter college characterized by low student costs, a flexible admissions policy which permits entry of students with varied interests, abilities, and career aspirations, and a board curriculum, including community service courses. Lake Land College as the post-secondary component of the CIOEDC welcomes visitors to its campus.

Eastern Illinois University, though not a component of the CIOEDC does provide some of the resources and computer services for the implementation of some of the occupational programs. Eastern Illinois University has a comprehensive and stimulating curriculum which offers an education in the liberal arts and sciences and professional areas.

LIBRARIES



Greenup Public Library

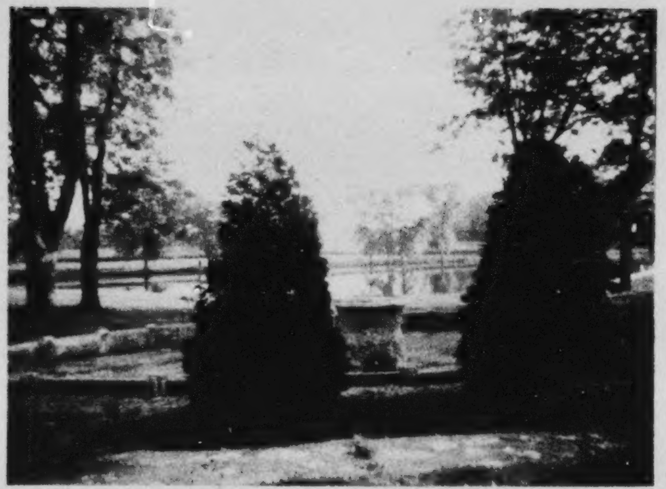
The Greenup Public Library was a gift from Andrew Carnegie and offers service to the entire community. It offers a large collection of catalogued books and a wide selection of periodicals for adults and children. In an effort to remember the past, a museum has been established to which many items have been donated.

The Toledo Public Library was established in 1920 by a group of civic minded citizens. The library was maintained by donations of money, books and time by the Boy Scouts, Parent Teachers Association and other interested individuals.

The libraries in the local educational institutions contain extensive collections of up to date Career Occupational information including a computerized system for retrieving occupational information from the Career Education Resource Laboratory of Eastern Illinois University.

The Rolling Prairie Library, servicing a ten county area, provides additional materials not available in the local libraries.

RECREATION



A recreational area at the Toledo Reservoir

The tri-community area has provided many recreational areas and activities for its citizens ie: The Homecoming Park in Jewett, the Toledo Reservoir and picnic area, Houghton Park for softball and tennis, and the fairgrounds in Greenup. Within 30 minutes driving distance is the Cumberland Sportsman's Club, Fox Ridge State Park, Lincoln Log Cabin State Park and Lincoln Trail State Park. The Cumberland County Fair, which is recognized as one of the best agricultural fairs in the state, is held during the third week of August.

GOODS & SERVICES

supplied by the tri-community area

Abstractors
Accountants, Certified Public
Air Conditioning Contractors
Ambulance Service
Antique Shops
Attorneys
Automobile Body Repairing & Painting
Automobile Dealers
Automobile Parts & Supplies
Automobile Repair & Service Stations
Bags & Barrier-Manufacturing
Bakery Shops
Banks
Barber Shops
Beauty Salons
Billiards Parlors
Bins-Erection
Bowling Lanes
Brooms-Manufactured
Building Materials
Bulldozer Operators
Campers & Pick up Coaches-Dealers
Campgrounds
Carpet and Rug Dealers
Churches
Cleaners
Clergymen
Clubs
Concrete-Ready Mixed
Contractors-General
Dentists
Department Stores
Dry Goods-Retail
Electric Appliances-Retailer
Electric Companies
Electric Contractors
Electric Motors-Dealers & Repairing
Electrolysis Equipment & Supplies
Fabric Shops
Farm Equipment Dealers
Farm Supplies
Farming Service
Farms-Grain & Livestock
Feed Dealers
Fertilizer Suppliers & Applicators
Fire Departments
Fishing Bait Shops
Florist Shops
Funeral Directors
Furnaces-Dealers
Furniture-Dealers
Gas Appliances-Retailer
Gas Companies
Gift Shops
Government Offices-City, Village, Township, County, State, Federal
Grain Dealers
Grain Elevators
Greenhouses
Grocery Stores
Hardware-Retail
Hatchery
Heating Contractors
Insurance Agents
Jewelers-Retail
Kitchen Cabinets & Equipment
Laundries
Lawn Mowers-Retail
Lawn Mowers-Sharpening & Repair
Librarians
Liquor Stores
Loans
Lumber-Retail
Mail Order & Catalogue Shopping
Mason Contractors
Mobile Home Dealers
Mobile Home Repairs & Service
Motels
Musical Instruments-Retail
Musical Instruments-Instruction
Newspapers
Nursing Homes
Oil Marketers
Oil—Fuel-Heating, Drying
Paint-Retail
Pharmacies

Photographers
Physicians & Surgeons
Pianos-Tuning & Repairs
Plumbing Contractors
Police Departments
Pumps
Real Estate Agents
Recreation Centers
Restaurants
Rock Shop
Sand & Gravel
Sawmills
Saws-Sales and Service
Schools
Shoes-Manufacturing
Shoes-Shop
Spraying-Horticultural
Sundries Stores
Taverns
Tax Return Preparation
Teachers
Telephone Companies
Television & Radio-Dealers
Television & Radio-Service
Tires-Distributor
Tires-Service
Truck-Dealers
Trucking-Heavy Hauling
Upholsterers
Used Furniture & Clothing Shop
Variety Stores
Veterinarians
Wallpaper & Wallcovering-Retail
Welding
Wrecking Service
Women's Apparel-Retail
Women's Apparel-Wholesale & Retail

For additional information read the yellow pages of the **Eastern Illinois Area** telephone directory.

AN INVITATION

We welcome inquiries from industrial firms seeking an ideal location in a community recognized for its loyal and productive labor. Our community is located in the heart of the second richest consumer market in the nation. We are close to all raw material markets and with our excellent transportation facilities, raw material and finished products can be transported with no delay and at economical rates.

Industries needing mill supplies will find overnight sources at Chicago, Indianapolis, Terre Haute, Evansville, Decatur and St. Louis. The area south of the tri-community area furnishes many resources needed in industry—rich coal fields, oil and gas and many other minerals. Desirable sites; adequate rail, air and truck transportation with access to interstate and state highways; as well as a large labor pool; and a progressive educational system make this an ideal location for industry.

FOR FURTHER DETAILS ABOUT OUR COMMUNITIES WRITE:

WILLIAM EASTON, Mayor
Greenup, Ill. 62428

FLOYD CLARK, President
Toledo, Ill. 62468

ROBERT SCHAFER, President
Jewett, Ill. 62436

FOR FURTHER DETAILS CONCERNING THE COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATIONAL DEMONSTRATION CENTER WRITE:

DOROTHY M. LAWSON
CIOEDC Project Director
Cumberland School Dist. #77
Toledo, Ill. 62468
(217-923-3137)

A
BIBLIOGRAPHY OF OCCUPATIONAL EDUCATION MATERIALS

For Grades K-12

COMPREHENSIVE ILLINOIS OCCUPATIONAL
EDUCATION DEMONSTRATION CENTER

CUMBERLAND UNIT DISTRICT #77
R. R. #1, TOLEDO, ILLINOIS 62468

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Science, Eastern Illinois University

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Career Education Series A. 5 sound filmstrips. "Introduction to Careers"; "Service Jobs"; "Jobs In Industry"; "Jobs in Distribution"; and "Career Awareness". Interpretive Education, 1973.	Spec. Ed.
Career Education Series B. 5 sound filmstrips. "Fishing"; "Structural Careers"; "Benchwork Occupations"; "Agricultural Jobs" and "Forestry". Interpretive Education, 1973.	Spec. Ed.
Career Flashcards. Counselor Films, 1974.	4 - 8
Career Insights and Self Awareness Games. Muson, Harold. Houghton Mifflin, 1973.	4 - 8
Career Mothers. 6 sound filmstrips. "Advertising Agency Executive"; "Retail Clerk"; "Nurse"; "Teacher"; "Factory Worker"; and "Commercial Artist". Audiovisual Instructional Devices Incorporated, 1972.	K - 3
Career Opportunities I. 5 filmstrips. "Automation"; "Jobs in Mathematics"; "Salaried Worker of Self Employed"; and "Careers in Science". Popular Science, 1970.	7 -10
Career Opportunity Boxes. Social Studies, Math, English, Science, and Foreign Language. Houghton Mifflin, 1975.	9 -12

Career Planning in a Changing World. Filmstrip. Popular Science, 1963.	9 -12
Career Values: What Really Matters to You. 5 sound filmstrips. "Introduction"; "Chance-Taking"; "Work Environment"; "Personal Commitment"; and "Time". Guidance Associates, 1974.	5 - 8
Careers in Agriculture. 2 sound filmstrips. Pathescope, 1973.	9 -12
Careers in Automotive Service and Repair. 2 sound filmstrips. Pathescope, 1974.	9 -12
Careers in Business Administration. 2 sound filmstrips. Pathescope, 1973.	9 -12
Careers in Community Service. 2 sound filmstrips. Pathescope, 1973.	9 -12
Careers in Computers. 2 sound filmstrips. Pathescope, 1973.	9 -12
Careers in Conservation. 2 sound filmstrips. Pathescope,1974.	9 -12
Careers in Construction. 2 sound filmstrips. Pathescope,1973.	9 -12
Careers in Education. 2 sound filmstrips. Pathescope, 1973.	9 -12
Careers in Engineering. 2 sound filmstrips. Pathescope, 1973.	9 -12
Careers in Fashion and Textiles. 2 sound filmstrips. Pathescope, 1974.	9 -12
Careers in Film Making. Sound filmstrip. Educational Dimensions Corporation, 1971.	9 -12
Careers in Food Service. 2 sound filmstrips. Pathescope, 1973.	9 -12
Careers in Government Service. 2 sound filmstrips. Pathescope, 1974.	9 -12
Careers in Graphic Arts. 2 sound filmstrips. Pathescope, 1973.	9 -12
Careers in Health Services. 2 sound filmstrips. Pathescope, 1973.	9 -12
Careers in Illustration. Sound filmstrip. Educational Dimensions Corporation, 1968.	9 -12
Careers in Journalism. 2 sound filmstrips. Pathescope, 1972.	9 -12
Careers in Law Enforcement. 2 sound filmstrips. Pathescope, 1973.	9 -12
Careers in Nursing. 2 sound filmstrips. Pathescope, 1973.	9 -12
Careers in Photography. Sound filmstrip. Educational Dimensions Corporation, 1968.	9 -12
Careers in Public Utilities. 2 sound filmstrips. Pathescope, 1974.	9 -12
Careers in Repair Work 2 sound filmstrips. Pathescope,1973.	9 -12
Careers in Sales. 2 sound filmstrips. Pathescope, 1973.	9 -12

Careers in Science. Filmstrip. Popular Science, 1967.	9 -12
Careers in Show Business. 2 sound filmstrips. Pathescope, 1974.	9 -12
Careers in Social Work. 2 sound filmstrips. Pathescope,1973.	9 -12
Careers in Television. Sound filmstrip. Educational Dimensions Corporation, 1968.	9 -12
Careers in the Graphic Arts. Sound filmstrip. Educational Dimensions Corporation, 1971.	9 -12
Careers in the Leisure Time Industry. 2 sound filmstrips. Pathescope, 1974.	9 -12
Careers in the World of Computers. 3 sound filmstrips. Educational Dimensions Corporation, 1969.	9 -12
Careers in Transportation. 2 sound filmstrips. Pathescope, 1973.	9 -12
Carpenters. Silent film loop. Encyclopaedia Britannica, 1969.	9 -12
Cement Masons. Silent film loop. Encyclopaedia Britannica, 1969.	9 -12
Choosing a Career. Sound filmstrip. Singer, 1970.	9 -12
Classroom Journeys. 6 sound filmstrips. "A Trip to a Fire Station"; ". . . Police Station"; ". . .Sewage Treatment Plant"; ". . . Electrical Power Plant"; ". . . Airport"; ". . . Court". Troll Associates, 1972.	k - 3
Community Helpers. 6 sets of study prints. Police Department Helpers, Fire Department Helpers, Postal Helpers, Dairy Helpers, Hospital Helpers, and Supermarket Helpers. Singer, 1965.	K - 3
Community Helpers Series. 12 sound filmstrips. Grocer, fireman, doctor, dentist, milkman, librarian, bus driver, mailman, policeman, service station attendant, street maintenance crew, and sanitation department crew. McGraw-Hill, 1970.	K - 3
Community Workers. Bulletin Board Sets. Learning Resource Center.	K - 3
Community Workers and Helpers. 4 sound filmstrips. "School Workers"; "Library Workers"; "Supermarket Workers"; "Doctor's Office Workers"; "Department Store Workers"; "Hospital Workers"; "Fire Department Workers"; and "Television Workers." Singer, 1971.	K - 3
Cooks and Chefs. Silent film loop. Encyclopaedia Britannica, 1970.	9 -12
Cosmetologists. Silent film loop. Encyclopaedia Britannica, 1969.	9 -12
Customer Service Occupations. (Electric Power Industry). Silent film loop. Encyclopaedia Britannica, 1969.	9 -12

Dare to be Different. 2 sound filmstrips. Guidance Assoc., 1968. 5 - 8

Dental Assistants. Silent film loop. Encyclopaedia Britannica. 1970. 9 -12

Dental Hygienists. Silent film loop. Encyclopaedia Britannica. 1973. 9 -12

Dental Lab Technicians. Silent film loop. Encyclopaedia Britannica, 1970. 9 -12

Developing Your Personality. 6 sound filmstrips. "Thinking for Yourself"; "More than One Friend"; "Trying New Things"; "Leaders and Followers"; "Promises are Made to Keep"; and "Enjoying Today". Encyclopaedia Britannica, 1970. K - 6

Discovering Your Personality: Belonging to a Group. 2 sound filmstrips. Guidance Associates, 1973. 5 - 8

Discovering Your Personality: Exploring Your Feelings. 2 sound filmstrips. Guidance Associates, 1973. 5 - 8

Discovering Your Personality: Who are You? 2 sound filmstrips. Guidance Associates, 1973. 5 - 8

Discovery. 8 sound filmstrips. "Thinking about Personalities"; "Thinking about Work"; "Why People Work"; "On the Road"; "Thinking about Goals"; "Looking at Career Fields"; "In the Plant"; and "Other Career Fields". Scholastic, 1973. 7 -10

Dispensing Opticians and Optical Laboratory Mechanics. Silent film loop. Encyclopaedia Britannica, 1973. 9 -12

Duso D-1. Kit consists of manual, 2 story books, 5 cassettes, 33 posters, 33 puppet activity cards, 3 puppets, 11 puppet props, 33 role playing cards, and 5 group discussion cards. Themes developed are understanding self, feelings, others, independence, goals and purposeful behavior, mastery competence, resourcefulness, emotional maturity and choices and consequences. American Guidance, 1973. K - 2

Duso D-2. Kit consists of manual, 8 self and social development activity cards, 4 cassettes, 6 discussion guide cards, 33 posters, 8 puppets, 33 puppet activity cards, 33 role playing activitiy cards, 33 discussion pictures, and 33 career awareness activity cards. Themes are understanding self, peers, growth from self centeredness to social interest, personal responsibility and personal motivation. American Guidance, 1973. 3 - 4

E

Early Careers Study Prints. Careers with an Airline, Bank Baseball, Computers, a department store, football, hockey, a medical center, printing, police department, telephone company, and television station. Lerner, 1974. 4 - 8

Education: Who Needs It? 4 sound filmstrips. Language Arts, Who Needs It? Art and Music, Who Needs It? Social Studies, Who Needs It? and Mathemathics, Who Needs It? Counselor Films, 1973.	4 -8
Electricians. Silent film loop. Encyclopaedia Britannica, 1970.	9 -12
Electronics. Silent film loop. Encyclopaedia Britannica, 1970.	9 -12
Everywhere We Go. Teacher's guide, student books and study prints. American Guidance, 1972.	1 - 3
Exploring Careers - Group 1. 6 sound filmstrips. "The telephone Installer"; "The Broadcast Technician"; "The Newspaper Reporter"; "The Automotive Mechanic"; "The Airline Cabin Attendant"; "The Long Haul Truck Driver". Singer, 1973.	6 - 8

F

Factories and Their Workers. 4 sound filmstrips. "We Learn How Things are Made"; "We Visit a Clothing Factory"; "Automobile Workers"; "Factory Workers"; Educational Projections Corporation, 1970.	K - 3
A Family at Work and Play. Study prints. Singer, 1966.	1 - 3
Farm Fathers, Series I. 4 filmstrips. "My Dad is a Truck Farmer"; ". . . Wheat Farmer"; ". . . Fruit Farmer" ". . . Cotton Farmer". Long Film Service, 1970.	K - 3
Farm Fathers, Series II. 5 filmstrips. "My Dad is a Veterinarian"; ". . . Sheep Rancher"; ". . . Hay Farmer"; ". . . Cattle Rancher"; and ". . . Poultry Farmer". Long Film Slide Service, 1970.	K - 3
Fathers at Work. 6 filmstrips. My Dad is a Carpenter, Moving Man, My Dad works in a Factory, Shoe Store, Service Station, and Supermarket. Churchill Films, 1972.	K - 3
Field Trips out of the Ordinary. 6 sound filmstrips. Field trip to an oil well, coal mine, steel mill, lumber mill, nuclear plant, and science for the future-an oceanographic institute. Eye Gate, 1973.	4 - 6
Finding and Getting a Job. 6 sound filmstrips. "Choosing Your Career"; "Finding a Job Opening"; "Applying for a Job"; "The Job Interview"; "Your First Months on the Job"; and "You and the Changing World of Work". Singer, 1974.	9 -12
Finding Your Job. 6 sound filmstrips. "Getting a Better Job"; "Finding Your Career"; "Job Shopping"; "The Job Interview"; "Working for Someone Else"; and "What Can You Do". Eye Gate, 1972.	9 -12
Firefighters. Silent film loop.Encyclopaedia Britannica,1969.	9 -12

Focus on America-The Midwest. 6 sound filmstrips. "North Dakota: Are Subsidies Necessary"; "The Great Lakes: American's Inland Sea"; "Howard, Kansas: A Struggle to Survive"; "Akron, Ohio: The Rubber City"; "Chicago: The Airport Conflict"; and "Detroit: A City Rebuilds". Singer, 1972.	5 - 8
Focus on America-The Near West Region. 6 sound filmstrips. "The Cherokee Nation of Oklahoma"; "Texas: Land of Cattle and Oil"; "The Spanish Americans of New Mexico"; "The Mormons of Utah";"Butte, Montana: City in Transition" "Colorado: Agriculture Technology." Singer, 1972.	5 - 8
Focus on America-The Northeast Region. 6 sound filmstrips. "Machiasport, Maine: A Case Study"; "The Merrimack River Valley: A Case Study"; "The Boston Area: A Case Study"; "The Pittsburgh Area: A Case Study"; "The Chesapeake Bay Area: A Case Study"; and "The East Coast Megalopolis: A Case study". Singer, 1972.	5 - 8
Focus on America-The Pacific States. 6 sound filmstrips. "Los Angeles: City of Automobiles", "California Conflict: Migrant Farm Workers"; "New Town: Valencia, California"; "Bonneville Dam: Powerhouse of the Columbia River"; "Timber: Washington's Most Valuable Crop"; and "Seattle: a City Faces Crisis". Singer, 1972.	5 - 8
Focus on America-The South. 6 sound filmstrips. "Southern Appalachia: An Area left Behind"; "The TVA: Conservation in the Tennessee Valley"; "Atlanta, Georgia: Progress and Problems"; "Black People in the New South";"The Cajuns: A Fading Culture"; "The Mississippi River: A Major Resource in a Changing Economy". Singer, 1972.	5 - 8
Focus on Self Development Stage One: Awareness. Components include teacher's guide, five sound filmstrips, twenty black and white photoboards, an easel, and a pupil activity book. The program emphasize development of awareness of self, others and environment. Science Research Associates, 1970.	K - 2
Focus on Self-Development Stage Two: Responding. Components include six sound filmstrips, twenty black and white photoboards, an easel, and a pupil activity book. The program encourage child's response to his personal, social and intellectual life. Science Research Assoc.,1971.	2 - 4
Focus on Self-Development Stage Three: Involvement. Components include six sound filmstrips, twenty black and white photoboards, an easel, a pupil activity book, and a teacher's guide. The program emphasizes involvement with self, others, and the environment. Science Research Assoc., 1972.	4 - 6
Food, Clothing and Shelter. 12 filmstrips. The story of milk, bread, fruits and vegetables, meat, cotton, wool, leather, rubber, and planning the home, building the foundations, building the shell, and finishing the home. Singer, 1964.	K - 3

The Foods we Eat. 6 sound filmstrips. How we get bread, milk, meat, poultry, fruits and vegetables. Singer, 1970.	K - 3
Forestry Aids. Silent Film Loop. Encyclopaedia Britannica, 1970.	9 -12
Foundations for Occupational Planning. 5 captioned filmstrips. "Who are You?"; "What do you like to Do?"; "What is a Job?"; "What are Job Families?"; and "What Good is School?" Singer, 1967.	4 - 8

G

Gasoline Service Station Attendants. Silent film loop. Encyclopaedia Britannica, 1969.	9 -12
Getting to Know Me. 4 animated filmstrips. Learning Arts, 1972.	K - 3
Getting your Money's Worth-Group 1. 6 sound filmstrips. "Why you need Consumer Know-how"; "A Blueprint for Money Management"; "Buying Wisely"; "Making Credit Work for You"; "Saving to Reach your Goals"; and "Let the Buyer Beware". Singer, 1971.	8 -12
Glaziers. Silent film loop. Encyclopaedia Britannica, 1972.	9 -12
Going to the Doctor, Dentist and Hospital. 6 sound filmstrips. Eye Gate, 1973.	K - 3
Guidance and Personal Development. Ten captioned and five sound filmstrips. Imperial Film Co., 1973.	K - 3

H

High School Course Selection and Your Career. 2 sound filmstrips. Guidance Associates, 1967.	5 - 8
A Highway to Work and Play. Levels 1-6. McKnight, 1973.	1 - 6
The Homes We Live In. 6 sound filmstrips. "Living in a House"; "Choosing and Buying a House"; "Living in an Airport"; "Choosing and Renting an Apartment"; "Building a Community"; "and "Building an Apartment House". Singer, 1972.	K - 3
How Do You Feel? 6 filmstrips. Explores feelings about community, home and family, school, animals, other children, and being alone. Imperial, 1969.	3 - 4
How People Travel in the City. Study Prints. Singer, 1967.	1 - 3
How Things are Made. 6 sound filmstrips. "Assembling a Car"; "Forming a Can"; "Processing Soup"; "Creating a Movie"; "Making Clothing" and "Crafting a Chair". Eye Gate, 1973.	K - 3

How to Get a Job and Keep It. Popular Science, 1961.	9 -12
How to Use Your Checkbook. Eyegate House.	9 -12
How We Build Things. 6 sound filmstrips. "How we build Houses"; ". . . Skyscrapers"; ". . . Cities"; ". . . Roads"; ". . . Bridges"; and ". . . Ships". Eye Gate, 1973.	4 - 6

I

I Want to Be. 6 sound filmstrips. Nurse, Teacher, Librarian, Doctor, Pilot, and Fireman. Carlton Films, 1971.	K - 3

J

Job Experience Kit. Appliance serviceman, plumber, carpenter, and draftsman. Science Research Assoc.,1970.	5 - 8
Job Finding I. 5 filmstrips. "So you want a Summer Job"; "How to get a Job and Keep It"; "How to find a job for Yourself". Popular Science, 1970.	7 -10
The Job Interview. Filmstrip. Eyegate House. 1972.	9 -12
Job Opportunities Now-Group 1. 6 sound filmstrips."Requirements in the World of Jobs"; "Achieving Success in the World of Jobs"; "Job Opportunities in a Restaurant"; ". . . Hospital"; ". . . Department Store"; ". . .Supermarket". Singer, 1970.	6 - 8
Jobs and Gender. 2 sound filmstrips. Guidance Assoc., 1971.	5 - 8
Journalism: The Newspaper in America. 6 sound filmstrips. Singer, 1969.	8 -12

K

Keys-Career Exploration. Ten sound filmstrips. The first filmstrip introduces job families and the other nine show actual on-the-job interviews. Science Research Associates, 1972.	5 -10

L

Learning about Careers. 20 full color teaching pictures. Learning Resource Center, 1974.	K - 3
"Let's Talk About . . . " Series. 10 silent film loops. Let's talk about procrastination, community responsibility, flying off the handle, cheating, truancy, self deception, being mean, and learning the hard way. Carlton Films, 1969.	2 - 5

Licensed Practical Nurse. Silent film loop. Encyclopaedia Britannica, 1970.	9 -12
Life Careers. Game. Bobbs-Merrill Co., Inc., 1969.	9 -12
Lineman and Cable Splicers. Silent film loop. Encyclopaedia Britannica, 1969.	9 -12
Little Town -- U.S.A. 9 filmstrips. "Types of Little Towns"; "Little Town, U.S.A."; "Stores in Little Town"; "Shopping on Main Street"; "Food for Little Town"; "Houses in Little Town"; "Life on a Farm"; "Building a House in Little Town"; and "People Who Help Little Town". Eye Gate, 1970.	K - 3
Local Transit Bus Drivers. Silent Film Loop. Encyclopaedia Britannica, 1969.	9 -12
Local Truckdrivers. Silent film loop. Encyclopaedia Britannica, 1969.	9 -12
Logging. Silent film loop. Doubleday, 1973.	4 - 6

M

Mail Carriers. Silent film loop. Encyclopaedia Britannica, 1969.	9 -12
Medical Laboratory Technologists. Silent film loop. Encyclopaedia Britannica, 1973.	9 -12
Modern Industry in the City. Silent film loop. Shows trucking, oil refining, electronics, home construction, and garment manufacturing. Doubleday, 1972.	4 - 6
Mothers Work, Too. 6 filmstrips. My mothers works in an office, bank, drug store, at home, as a waitress, and dental assistant. Churchill films, 1972.	K - 3
Moving Goods for People in the City. Study Prints. Singer, 1966.	K - 3
My Community Teaching Pictures and Resource Sheets. Gilleo, Alma. School, police station, supermarket, drug store, zoo, park, beach, post office, fire station, library, hospital, and airport. David C. Cook, 1970.	K - 3

N

New Knowledge Needed to Obtain Work. 64 transparencies. Science Research Associates, 1973.	9 -12
Now You Know about People at Work. 5 books with cassettes. "Where People Work"; "Who Works"; "When People Work"; "Why People Work"; "Work you Can Do". Encyclopaedia Britannica, 1971.	K - 3

O

Office Worker Series. 5 sound filmstrips. Interpretive Education, 1973.	9 -12
Open-Ended Stories. 5 sound filmstrips. Values involved are integrity, responsibility, courage, friendship, and respect for the property of others. Churchill, 1970.	2 - 4
Operating Engineers. Silent film loop. Encyclopaedia Britannica, 1969.	9 -12
Our Armed Forces. 5 filmstrips. The Army, Navy, Air Force, Marines, and Coast Guards. Educational Projection Corporation, 1972.	3 - 5
Our Community Helpers. Series II. 5 filmstrips. The baker, grocer, fireman, policeman, and postman. Long Film Slide Service, 1970.	K - 3
Our School Workers. 8 filmstrips. The teacher, special teacher, librarian, school nurse,pupil, our school workers, the principal, custodian, and bus driver. McGraw-Hill, 1972.	4 - 6
Over-the-Road Truckdrivers. Silent film loop. Encyclopaedia Britannica, 1969.	9 -12

P

Painters and Paperhangers. Silent film loop. Encyclopaedia Britannica, 1969.	9 -12
People, Places, Products. 5 sound filmstrips. shortstrips, display prints and maps, and teachers's manual. Field Educational Publications, Inc., 1971.	K - 3
People Who Create Art. 4 sound filmstrips. About musicians, sculptors, painters, writers, artisans, and designers. Guidance Associates, 1972.	5 - 8
People Who Help Others. 5 sound filmstrips. Tells about a community organizer, a day-care worker, and physical therapist. Guidance Associates, 1972.	4 - 6
People Who Influence Others. 4 sound filmstrips. Tells about a model and cosmetics demonstrator, an advertising executive, and a county agent. Guidance Assoc., 1973.	5 - 8
People Who Make Things. 4 sound filmstrips. Construction workers, chef, and model builders . Guidance Assoc.,1973.	5 - 8
People Who Organize Facts . 4 sound filmstrips. Sports editor, automotive researcher, and bakery-packaging forewoman. Guidance Associates, 1973.	5 - 8
People Who Work in Science , 3 sound filmstrips. About an ocean-life scientist, a crimelab technician, and a recording engineer. Guidance Associates, 1972.	4 - 6

Personal Commitment: Where Do You Stand? 2 sound filmstrips. Six youngsters discuss their feelings about commitment to oneself, family, friends, political groups and social issues. Guidance Associates, 1971.	5 - 8
Photographers. Silent film loop. Encyclopaedia Britannica, 1970.	9 -12
Plumbers and Pipefitters. Silent film loop. Encyclopaedia Britannica, 1969.	9 -12
Policemen and Policewomen. Silent film loop. Encyclopaedia Britannica, 1970.	9 -12
Postal Clerk. Silent film loop. Encyclopaedia Britannica, 1969.	9 -12
Posters. Careers for Good Speakers, Good Writers, Careers in Art, in Athletics, in Home Economics, in Music, Ecology Careers, Women in Business, Getting a Job, How to Get Along with Others, How to Keep Your Job, How to Live with Yourself, Secretarial Careers, Women in Athletics, and Stenographic Careers. J. Weston Walch, 1970.	9 -12
Preparing for Work I. 6 filmstrips. "Your life of Work"; "Skills that Pay Off"; "Volunteer Work"; "Marriage and Career"; "The Meaning of Work"; "Interests Pay Off". Popular Science, 1960.	9 -12
Public Recreational Facilities. Sound film loop. Includes golf courses, beaches, gardens, zoos, and sports stadium. Doubleday, 1973.	4 - 6

R

Reflections of Myself. 2 sound filmstrips. Guidance Associates, 1973.	5 - 8
Registered Professional Nurses. Silent film loop. Encyclopaedia Britannica, 1970.	9 -12
Routemen. Silent film loop. Encyclopaedia Britannica, 1970.	9 -12

S

Salesmen and Saleswomen in Retail Stores. Silent film loop. Encyclopaedia Britannica, 1970.	9 -12
School and School Helpers. Gilleo, Alma. Teaching pictures and resource sheets on principal, bus driver, nurse, librarian, teacher, art teacher, and crossing guard. David Cook, 1970.	K - 3
School Friends and Helpers. Study Prints. Singer, 1966.	K - 3

School Helpers Series. 6 filmstrips. Teacher, Custodian, Safety patrol, Principal, School Nurse, and a Cafeteria Worker. McGraw-Hill Films, 1968.	K - 3
Seeing Ourselves. Teacher's manual, study prints, and student's books. American Guidance, 1972.	1 - 3
Sheet Metal Workers. Silent film loop. Encyclopaedia Britannica, 1969.	9 -12
Some Neighborhood Helpers. 9 captioned filmstrips. Doctor, Nurse, Pharmacist, Optometrist, Barber, Beautician, Service Station, Newspaper and Fish Store. Eye Gate, 1973.	K - 3
Stewardesses. Silent film loop. Encyclopaedia Britannica, 1970.	9 -12
Story of Building a House. 8 filmstrips. Eye Gate, 1970.	K - 3
The Story of Milk. 4 captioned film loops. Singer, 1972.	K - 3
Surveyors. Silent film loop. Encyclopaedia Britannica, 1969.	9 -12
Surviving the Ecology Crisis. 4 sound filmstrips. "The Polluted Planet"; "Overpopulation"; "People in Poverty"; and "The Power Drain". Singer, 1972.	9 -12

T

Telephone Craftsmen. Silent film loop. Encyclopaedia Britannica, 1969.	9 -12
Television and Radio Service Technicians. Silent film loop. Encyclopaedia Britannica, 1970.	9 -12
Transmission and Distribution Occupations. (Electric Power Industry). Silent film loop. Encyclopaedia Britannica, 1969.	9 -12
Transportation. 4 filmstrips, 2 captioned filmstrips, 16 talking picture-story study prints, 3 slide and guide slidesets, and 5 sound recordings. Content includes wheels, travel and distribution of goods in cities, concentration on airplanes, and history of transportation. Singer, 1972.	K - 3
Truck Mechanics and Bus Mechanics. Silent film loop. Encyclopaedia Britannica, 1970.	9 -12
Two Sides to Every Story. 4 filmstrips. Is Anyone to Blame? Have you felt Hurt? Have You Wanted to be Alone? and A Place in the Family. Churchill, 1970.	2 - 4

U

Understanding Ourselves and Others. 5 sound film loops. Troll Films, 1971.	K - 2

Understanding Yourself. 2 sound filmstrips. Association Films, Inc., 1972.	K - 2
U.S.A. Today--City-Suburb-Country. 6 sound filmstrips. "A City Grows"; "City, Suburb, Country"; "Services"; "Occupations"; "Homes"; and "Communications". Educational Activities, 1974.	4 - 6

V

Vending Machine Mechanics. Silent film loop. Encyclopaedia Britannica, 1970.	9 -12
Vocational Decisions. 3 sound filmstrips. "An Introduction to Vocation"; "The World of Work"; and "Counseling in Vocational Decisions". Singer, 1967.	9 -12

W

Waiters and Waitresses. Silent film loop. Encyclopaedia Britannica, 1970.	9 -12
Welders-Oxygen and Arc Cutters. Silent film loop. Encyclopaedia Britannica, 1972.	9 -12
What Do You Think? 6 filmstrips. What do you think about finders keepers, promises, tatling, lying, helping your family, and helping your community. Churchill, 1969.	5 - 8
When I Grow Up, I Want to Be. Flannel Board Set. Learning Resource Center.	K - 3
When You Go to Work. Filmstrip. Popular Science, 1962.	9 -12
Where Will You Live and Work? Filmstrip. Popular Science, 1964.	9 -12
Who Am I? 5 sound filmstrips. Carlton films, 1971.	K - 2
Who Works for You? 6 sound filmstrips. "Who Puts the Plane in the Air?" "Who Puts the Fun in the Free Time?" "Who Keeps America Clean?" "Who Puts the News on Television?" Who Puts the Care in Health Care?" and "Who works for You?" Random House, 1974.	4 - 8
Wonderful "World of Work" #I. 8 filmstrips. "Gas and Oil Services"; "Telephone Services"; "Mail Delivery"; "Drug Store Workers"; "Dairy Product Workers"; "Electrical Worker"; "Super Market Workers"; and "Service Station Workers". Denoyer-Geppert, 1971.	4 - 6
Wonderful "World of Work", #II. 11 filmstrips. "What Else Do Fathers Do?" "What Do Mothers Do?" "Gas and Oil Workers"; "Telephone Workers"; "Technical and Industrial Workers"; "Distributions Occupations"; "Office Occupations"; "Health Services"; "National Resources"; "It's in your Hands"; and "Home Economics". Denoyer-Geppert, 1967.	4 - 6

Work People Do. 6 filmstrips. "People Who Work for Our Health"; "The Tugboat has a Job"; "People we Meet when we Travel"; "The Skyscraper"; "People Whose Work is Important to Us"; "The Airplane Does Many Jobs". Popular Science, 1970. K - 3

Workers for the Public Welfare. 9 captioned filmstrips. Discusses public workers whose major interest is the health, safety, and welfare of the people. Eye Gate, 1973. K - 3

Working in U.S. Communities. 8 sound filmstrips. "Old Sturbridge and Mystic Seaport: Historic Communities"; "Douglas, Wynoming: Ranch Community"; "Rockland, Maine: Costal Community"; "Flagstaff, Arizona: Service Community"; "New Orleans: Marketing Community"; "San Francisco: Financial Community"; "Detroit: Manufacturing Community"; and "Chicago: Transportation Community". Singer, 1970. K - 3

Why Work at All? Sound filmstrip. Guidance Associates, 1970. 5 - 8

Y

Your Personality: The You Others Know. 2 sound filmstrips. Guidance Associates, 1969. 5 - 8

LIST OF PUBLISHERS

A

Addison-Wesley Publishing Co.
Reading, MA 01867

American Book Company
450 West Thirty-Third St.
New York, New York 10001

American Guidance Service
Publishers Building
Circle Pines, Minnesota 55014

Arco Publishing Co.
219 Park Avenue South
New York, New York 10003

Association Films, Inc.
1621 Dragon Street
Dallas, Texas 75207

Atheneum
122 East 42nd Street
New York, NY 10017

Audiovisual Instructional Devices
47-20 Bell Boulevard
Bayside, NY 11361

B

Barron's Educational Series
113 Crossways Park Drive
Woodbury, NY 11797

Benefic Press
10300 West Roosevelt Road
Westchester, IL 60153

Bobbs-Merrill Co.
4300 62nd Street
Indianapolis, IN 46268

Bowmar Records & Publishers
622 Rodier Drive
Glendale, California 91207

C

Carlton Films
2870 Bartells Drive
Beloit, Wisconsin 53511

Children's Press
1224 West Van Buren Street
Chicago, IL 60607

Chilton Book Co.
401 Walnut Street
Philadalphia, Penn., 19106

Chronicle Guidance Pub.
Moravia, New York 13118

Churchill Films
662 North Robertson Blvd.
Los Angeles, California 90069

Citation Press
50 West 44th St.
New York, New York 10036

David C. Cook, Pub.
850 North Grove Avenue
Elgin, IL 60601

Counselor Films
2100 Locust Street
Philadelphia, Penn. 19103

Coward,McCann and Geoghegan
200 Madison Avenue
New York, New York 10016

Cowles Educational Corp.
Division of Henry Regenery
488 Madison Avenue
New York, New York 10022

Thomas Y. Crowell Co.
666 Fifth Avenue
New York, NY 10022

Crowell-Collier Press
866 Third Avenue
New York, New York 10036

D

The John Day Company
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CURRICULUM GUIDES FOR THE
DEVELOPMENT OF CAREER EDUCATION PROGRAMS

The following curriculum guides are available in the CIOEDC director's office in the administration building. Please feel free to check out these guides to use in your preparation of courses of study.

Career Awareness. Grades K-6. Owatonna Elementary Schools, Owatona, Minnesota.

Career Awareness. Westgard, Rachel; Rauch, Barbari, and Hegstad, Jeanette. Watertown Public Schools, Watertown, South Dakota.

Career Catalog for Macon County Schools. Macon County, Georgia, 1974.

A Career Development Lesson (Ecology). Paulson, Adrian. Watertown Public Schools, Watertown, South Dakota, 1972.

Career Education, An Idea Book. Grades K-6. Resource Guide Project Committee. Portland Public Schools, Area II, Portland, Oregon, 1971.

Career Education: An Integrating Process: A Series of Instructional Modules for the Preparation of Elementary Teachers in Career Education. The Center for Vocational & Technical Education, Ohio State University, Columbus, Ohio, 1973.

Career Education Curriculum Guide. Grade K-6. Mt. Vernon School (Edison), Mt. Vernon, Illinois, 1972-73.

Career Education, Peoria Public Schools Project, Final Report. Pryor, Charles. Grades K-8. Peoria Public Schools, Peoria, Illinois, 1974.

The Career Education Program. Grade K-6. The Radford City Schools, Radford, Virginia.

Career Education Program. Wausaw, Wisconisn, 1974.

Career Education Units K-6. Cobb Company, Georgia.

Career Education Units K-6. Watertown Independent School District, Watertown, South Dakota, 1972.

Career Exploration in Agribusiness, Renewable Natural Resources and Environmental Protection: A Curriculum Guide for Grades K-6. Lawson, Dorothy and Associates. Eastern Illinois Univ., Charleston, IL, 1974.

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Career Exploration Program. Gr. 9-10. Curriuclum Guide. Kent State University, Toledo University and University of Cincinnati, State of Ohio.

Career Motivation World of Work Grades K-6 (Grade K - 3). Cincinnati Public Schools, Cincinnati, Ohio, 1972.

Career Motivation World of Work Grades K-6 (Health-Grades 4-5-6). Cincinnati Public Schools, Cincinnati, Ohio, 1972.

Career Motivation World of Work Grades K-6 (Science-Grades 4-5-6). Cincinnati Public Schools, Cincinnati, Ohio, 1972.

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Career Related Math Units (Teacher's Edition). Michalicek, Richard; Paradis, Claude; Pierro, Mike; and Grangaard, Arne. Robbinsdale Area High Schools, Minneapolis, Minnesota, 1971.

CURRICULUM GUIDES con't

Careers into Curriculum-How to Implement Career Education into Current Curriculum. Grade K-6. Fort Lauderdale, Florida, 1972.

Curriculum Design: Concepts and Components, K-6 Education. Peterson, Marla and others. Eastern Illinois University, Charleston, Ill., 1974.

Curriculum Guide for Developing Exploratory Instructional Programs in Occupational Opportunities in Agriculture and Agriculture Related Industries for Junior High Students. University of Florida, Gainsville Florida and DVT and AE State Departemnt of Education, Tallahassee, Florida, 1969.

Dusable Community Occupational Education System. Dusable, IL, 1974.

Enrichment of Teacher and Counselor Competencies in Career Education: K-6 Final Report. Peterson, Marla and others., Eastern, Illinois University, Charleston, Illinois, 1974.

Environmental Education for Jr. High Grades. A Teacher's Manual. Michigan Department of Natural Resources.

Environmental Investigations-Plants, Wind, Snow and Ice, Differences in Living Things, Shadows, Vacant Lot Studies, Man's Habitat-the City. K-6. National Wildlife Federation, Minneapolis, Minn., 1971.

Final Report of San Antonio, New Mexico, Career Awareness Demonstration Project. Hanson, Marlys C. Socorro, New Mexico, 1973.

Guidance for the Job-Bound. Gr. 10-12. Philadelphia, Pennsylvania Public Schools, 1970.

Guidelines for Curriculum Development Environmental Education K-12, Concepts, Ideas, Objectives and Principles, Part I. Interdesciplinary Environmental Education an ESEA Title III Planning Project, Broward Co., Florida.

Guidelines for Curriculum Development-Environmental Education K-12, Part II. An ESEA Title III Project-An Interdesciplinary Environmental Education Project K-12. Broward Co., Florida.

K-6 Pre-Vocational Instructional Units. Community Unit No. 2, Mattoon, Illinois, 1970.

Outdoor Classrooms on School Sites. K-6. U.S. Department of Agriculture, 1972.

An Outline for Teaching Conservation in Elementary Schools. U.S. Dept. of Agriculture, 1971.

Preparing Pupils for the World of Work. Detroit, Michigan, 1962.

Project "Next Step" On Occupational and Career Development Program. (Units on Milk and Dairying), Helena, Montana School Distirct #1.

Student Notebook: Career Development Project. Oklahoma Vocational Agriculture Education, Oklahoma, 1972.

An Understanding, Plan, and Work Packet for Educators K-12. Minneapolis, Minnesota. Robbinsdale Area Schools, 1973.

World of Work Career Motivation Curriculum Guide for Grades K-6. Shoemaker, Byrl; Cole, Sonia and others. Ohio State Department of Education, Columbus, Ohio, 1972.

APPENDIX H
PUBLICITY

TIMES-COURIER, Charleston, Illinois, Monday, March 18, 1974, page 3

Cumberland Schools Get $155,000 Federal Grant

TOLEDO—Cumberland School District 77 has been awarded nearly $155,000 in federal funds for the creation of a "Comprehensive Illinois Occupational Education Demonstration Center."

Funding for the project is being awarded through the United States Office of Education (USOE).

The project is being monitored by the Illinois Division of Vocational and Technical Training.

The program is made possible through three annual grants of between $50,000 and $55,000 from the USOE, District 77 Superintendent Dr. Harold Gardner said.

The District 77 elementary and high schools will work with Lake Land College to establish the demonstration center, he said.

The Cumberland Demonstration Center will be Illinois' second. The USOE earlier awarded the Joliet School System a three-year, $225,000 grant for the state's first demonstration center for career education. The Joliet program will be implemented in cooperation with Joliet Junior College.

Full details of the Cumberland center will be released during a news conference Friday in Greenup.

Attending the conference will be Illinois Superintendent of Public Instructions, Dr. Michael Bakalis; Senators Charles Percy and Adlai Stevenson, Congressman Charles F. Keller, state senators Terry Bruce and Robert W. McCarthy; USOE officials William Lewis and Elmer Schick, school officials from Cumberland, Lake Land and Joliet, and Ralph White, Superintendent of the Cumberland Educational Service Region.

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MODEL PROGRAM BEGINS—State officials and Cumberland District 77 school officials met in Greenup Friday to formally announce the establishment of a Comprehensive Career Education Demonstration Center in Unit 77—one of two such centers in the state. Pictured left to right are Unit 77 school board president W.E. Catey; State Senator Terry L. Bruce; Unit 77 Superintendent Dr. Harold E. Garner; Director of the Illinois Division of Vocational Technical Education, Sherwood Dees; and demonstration center project director Mrs. Dorothy Lawson. (Photo by Robert Themer)

Cumberland School District Will Conduct Model Career Programs

By ROBERT THEMER

GREENUP—Cumberland it School District 77 will on have one of the most vanced career education ograms in Illinois, and sibly in the nation.

The district was selected om among five applicants r a small school comehensive career education monstration center and has en awarded federal grant oney totaling $150,000 over next three years for the velopment of the center.

The center is one of two such nters in the state. The her, which is for large, ban school districts, has en located in Joliet in operation with the Joliet nior College.

In the Cumberland center reer education programs ich have been developed in eory through the research orts of educators will be plemented and the center ll be opened in the third ar for visitation from achers and school officials roughout the country, said oject director Mrs. Dorothy wson of Charleston.

She spoke at a press conrence held Monday in eenup to explain the scope the project.

Programs to expose mentary school children -8) through multi-media sources to the vast variety career opportunities will be plemented, Mrs. Lawson id.

One of the problems faced career education teachers d by students leaving school the world of work is that as ung children they have been posed to very little of the riety of career oprtunities she said.

'Another problem the ildren have is relating bject matter of school to the rld of work," she said. "We pe to take the children out o the community and bring ople into the schools to show em how spelling and math is ed in different ocpations."

On the junior high school el students will video-tape ople at work to learn from em and to create a library of such tapes for future students.

At the high school level programs will be developed specifically for potential dropouts. One such program will include time-off from regular classroom activities to participate in on-the-job learning experiences.

Post high-school programs will be developed in cooperation with Lake Land College.

The center will also implement a number of other programs and will utilize resources developed in career education at Eastern Illinois University.

The center will be developed in three stages. The planning stage began in February and will end June 30. "We are working with a career task force of teachers and lay advisors to identify what we want to do in the program and to identify our resources and needs," Mrs. Lawson said.

Phase II will be the implementation stage from July 1, 1974 to June 30, 1975. The center's personnel will be putting the program to use with attention to the needs of the Unit's individual schools, she said.

Phase III will be the demonstration stage from July 1, 1975 to June 30, 1976. During this year the schools will be open to visiting teachers and school administrators who wish to see the programs in use.

Unit 77 Superintendent Dr. Harold E. Garner said Cumberland could not have developed the demonstration center without the federal money granted through the Illinois Superintendent of Public Instruction's Division of Vocational and Technical Education.

"No small school could afford this entire project on its own," he said. "But here they will be able to see it complete and will be able to select those programs best suited to their needs."

"Another significant benefit for Cumberland is the opportunity for in-service training for our teachers," he said. "Not university training, but training in our own community with local business and industry so they can work with these people and tell the children what is out there in the world of work."

"We are not going to be directing any child in elementary or even high school into any specific work field," he said. "We are simply trying to make them aware of all the possibilities and to make them better informed to make the choice for themselves."

Sherwood Dees, Director of the Division of Voc-Tec Education, said Cumberland was selected for the small school demonstration center because it was representative of many such small rural community school districts in the state.

"We selected Cumberland and Lake Land College because of their commitment to occupational training," he said. "We were not interested in awarding this project to a district which gave lip service to occupational education just to get the money."

"This district for a number of years has had a fully approved occupational education plan with our office—one of the few in the area," he said. "And we selected their proposal because the community college (Lake Land) works closely with the district. Their cooperation is well articulated."

The Joliet district was selected for the first center because it was representative of the opposite pole in Illinois education, the large, urban system, he said.

Dees said training for the world of work is the coming thing in elementary, secondary, and post-secondary education. "We never thought of it as our primary mission before," he said, "But the priority now is that upon graduation every student should be qualified to either go on to post-secondary education or in to the world of work."

"As we look down the road we believe people from all over the state and nation will come to your district to see how you put this program together," he said. "Schools which are not embarking into such programs are on the defensive. The problem faces elementary, secondary, junior college, and university educators."

Dees said the state will not continue to fund the center after the first three years, but hoped the district would be able to maintain the programs. Most of the grant money will be used primarily to staff the programs rather than for equipment or building space, he said.

"Certainly I would hope that at the conclusion of the program we will have gathered enough information that we can continue these programs on our own," Garner said.

Dees said the total benefit of the Cumberland project would be felt as the programs developed there are implemented in similar districts in the state and throughout the nation. "So it goes beyond just this school district, even if they can't continue the entire project beyond the three years."

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MARCH 1974

ADMINISTRATIVE
NEWSLETTER

Pictured above are the people directly involved with the establishment and implementation of the Comprehensive Illinois Occupational Education Demonstration Center at Cumberland Unit District #77 and Lake Land Community College. Seated left to right: Mr. Charles Schickner, project Coordinator D.V.T.E., Mrs. Dorothy Lawson, Project Director at C.U.D. #77 and Lake Land, Dr. Harold E. Garner, Superintendent of C.U.D. #77, Dr. Ronald McCage, Coordinator of Research and Development, D.V.T.E. Mr. Robert Rogers, Principal at Cumberland High School, Mr. Charles Cole Director of Vocational Education at Lake Land, Mr. James Henry, Assistant Principal at Cumberland Elementary and Jr. High School and co-author of the project proposal, Mr. Donald Full, Assistant Principal at Cumberland High School and co-author of the project proposal, Dr. Pat Smith, Principal at Cumberland Elementary and Jr. High School.

CUMBERLAND UNIT DISTRICT #77 RECEIVES FEDERAL GRANT FOR THE COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

Last September, all school dis- ricts in the State of Illinois were ssued a Request for Proposal (RFF) y the Division of Vocational and echnical Education for the Compre- ensive Illinois Occupational Edu- ation Demonstration Center. Very imply, this means that the Division as asking school districts to com-

demonstration center. Financial support for the project is being furnished by the United States Office of Education and monitored by the Division of Vocational and Technical Education, State of Illinois.

Two sites, each consisting of an elementary, secondary and community college, have been selected to serve as demonstration centers for this project. Each site has selected tested research, developmental, and other special programs sponsored by D.V.T.E. for implemen-

grams. The two sites selected were Joliet School District #86 as site A (total pupil enrollment for grades 9-12 greater than 800 students) and Cumberland Unit District #77 as site B (total pupil enrollment for grades 9-12 less than 800). Lake Land Community College will serve as the post-secondary component for site B.

Upon implementation of the selected activities, Cumberland and Lake Land will act as a National Demonstration Center where teachers, counselors, administrators, Labor and Business Representatives, State Officials, USOE Officials, and Legislators or their representatives on a state and national level can observe firsthand the results of funding special projects and can take back to their respective occupations information regarding each activity that was observed.

To achieve maximum impact, the Demonstration Centers will include a strong guidance and counseling emphasis and combine into one operational setting all of the following components.

1. Programs designed to increase the self-awareness of each student, to develop in each student favorable attitudes about the personal, social, and economic significance of work, and to assist each student in developing and practicing appropriate career decision-making skills.

2. Programs at the elementary school level designed to increase the career awareness of students in terms of the broad range of options open to them in the "World of Work."

3. Programs at the Junior High or middle school level designed to provide career orientation and meaningful exploratory experiences for students.

4. Programs at grade levels 10 through 14, designed to provide variety of occupational areas, with special

cooperative education opportunities for all students.

5. Programs designed to insure the placement and follow-up of all existing students in either: (a) a job, (b) a post-secondary occupational program, or (c) a baccalaureate program.

One of the basic criteria for qualifying for this grant is that the local school district have an approved program of vocational education. Cumberland Unit District #77 is recognized by the Division of Vocational and Technical Education to be a leader in this area and has an approved One-and Five-Year Plan for Vocational Education. Lake Land Community College places a great emphasis on vocational education also. Over fifty per cent of the students enrolled are participating in one of their many vocational programs.

As Site B of this project, Cumberland Unit District #77 and Lake Land Community College, will be implementing the following exemplary activities as programs for the Demonstration Center:

Elemtary (K-8) Component

1. OCCUPAC Program (Occupational Packages) - package of multi-media materials which present career development activities at a level which can be comprehended by students in grades K-9.

2. ABLE Model Program - Making world of work a central theme in K-8 curriculum.

3. VIP Project - Vocational formal Project utilizing video equipment to develop tape programs of local community career education resources.

4. CERL Project - Career Education Resource Laboratory makes available a broad range of career resource information.

Secondary Component (9-12)

1. WECEP - Work Experience and Career Exploration Project - a work experience program for 14-15 year old potential drop-outs.

2. CERL Project - Career Education Resource Laboratory.

3. CVIS Project - Computerized Vocational Information System - used to facilitate the CERL Project.

4. IOCP - Illinois Occupational Curriculum Project - used for planning for and evaluating of Vocational Programs.

5. Consumer and Homemaking Education - a course which is offered is as a part of the total Home Economics Program.

6. Systematic Approach to Follow-Up of Vocational Education Graduates - to determine impact of vocational education at Cumberland High School on students entering the world of work.

7. Three Phase System for Statewide Evaluation of Occupational Education Programs - D.V.T.E. evaluation system.

8. Cost Differential Analysis Project - provides information for the justification of, accountability for, and transportability of vocational education programs.

9. Curriculum Clusters in the Five Occupational Areas, Grades 9-10 Project - curriculum guides for the planning and delivery of vocational education programs.

Post-Secondary Component (13-14)

1. Preparedness Program - a program offered to students who lack the background to enter a particular vocational education program.

2. Technical Mathematics - utilizes auto-tutor diagnostic methods for students having difficulty in the math required for their vocational program.

3. Technical Physics - for students who have not had physics in high school who may need it for their vocational program.

It is an honor that Cumberland Unit District #77 and Lake Land Community College should receive national recognition by the United Office of Education and state-wide recognition by the State of Illinois Division of Vocational and Technical Education by being awarded the grant for the establishment of the Comprehensive Illinois Occupational Education Demonstration Center. Because of the commitment which C.U.D. #77 and Lake Land College have made to furthering the cause of education on a state and national basis, we feel totally justified in having been awarded this project and will make every effort to see that it accomplishes the objectives which have been set for it.

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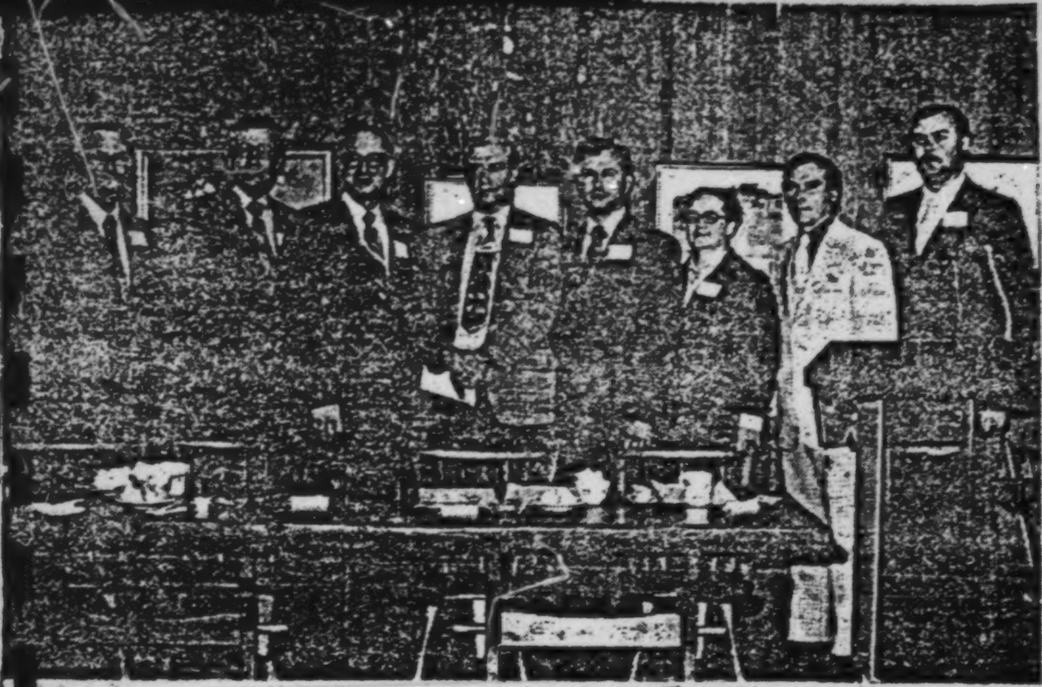


[illegible]TANDING LEFT TO RIGHT IN THE PICTURE: W.E. Cately Jr., President of the Board of Education; Te[illegible]ry L. Bruce, State Senator; Dr. Harold E. Garner, Superintendent of Cumberland Unit District No.77; S[illegible]wood Dees, Director of the Division of Vocational and Technical Education; Donald R. Full, A[illegible]stant Principal of Cumberland High School; Ms. Dorothy Lawson, Project Director; Gary Hoffman, Assistant Director of Career Education; Neal Admire, Administrative Assistant representing Lake Land Co[illegible]ge.

On Friday, March 22, a news conference was held at the Dutch Pantry in Greenup, Illinois to officially an[illegible]unce the awarding of a federal grant for the establishment of the Comprehensive Illinois Oc[illegible]pational Education Demonstration Center at Cumberland Unit District No.77 and Lake Land Community College. The grant covers the three phase project in the amount of $156,000.

T[illegible]se present at the news conference were Sherwood Dees, Director of the Division of Vocational and Te[illegible]ical Education, State of Illinois, Gary Hoffman, Assistant Director of Career Education, OSPI, Dr. Harold E. Garner, Cumberland Unit District No.77 Superintendent, Neal Admire, Administrative Assistant representing Lake Land College, Senator Terry L. Bruce and Mrs. Dorothy Lawson, Project Dir[illegible]tor.

T[illegible] Demonstration Center is one of two such centers in the state. The other, which is for large, urban chool districts, has been located in Joliet in cooperation with the Joliet Junior College.

M[illegible] Lawson spoke at the news conference to explain the scope of the project. Programs will be mp[illegible]mented to the vast variety of career opportunities. She said, "Children have a problem relating ubject matter of school to the world of work. We hope to take the children out into the community and ring people into the schools to show them how spelling and math are used in different occupations." The asi[illegible]f the K-8 component's programs is career awareness and career exploration.

At[illegible]e high school level, new programs will be implemented to concentrate on occupational training. ne such program will be developed specifically for potential drop-outs. This program will include n-th[illegible]job training in addition to classroom activities.

Po[illegible] high school programs in vocational education will be developed and demonstrated at Lake Land ollege. The Demonstration Center will also be utilizing career education resources being developed at [illegible] Illinois University.

Sp[illegible]ing at the news conference, Dr. Harold E. Garner, Unit No.77 Superintendent said no small school stri[illegible] could afford this entire project on its own. Cumberland will be using federal money granted rough the Illinois Division of Vocational and Technical Education to implement this project.

"A [illegible]gnificant benefit for Cumberland is the opportunity for in-service training for our teachers," he id. [illegible]ot university training, but training in our own community with local business and industry so they n work with these people and tell children what is out there in the world of work."

Sherwood Dees, Director of the Illinois Division of Technical Education, said Cumberland and Lake nd [illegible]llege were selected for the Demonstration Center because they were already highly committed to [illegible]ional training. "We were not interested in awarding this project to a district which gave lip to occupational education just to get the money," he said.

[illegible]aid the state will not continue to fund the center after three years, but hoped the district would be [illegible]aintain the programs. He said the total benefit of the Cumberland Project would be felt as the developed there are implemented in similar districts in the state and throughout the nation.

Norris Electric News

Vol. 23 MARCH, 1974 Number 3

Cumberland High -- Biggest Little School

Gets National Recognition For Vo-Ed. Work

In 1965 the Cumberland High School started a project that has mushroomed so much that today it is unequaled by any school in the Country, large or small.

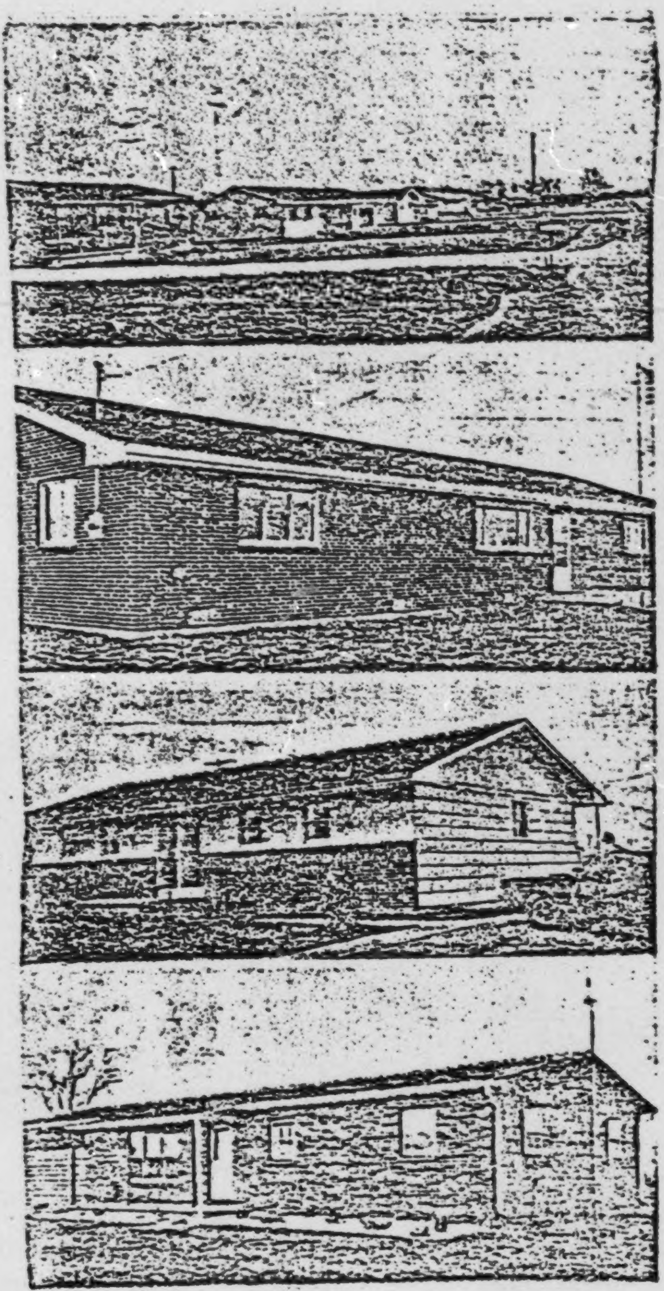
Nine years ago a Building Trades class was formed and construction was started on a house directly across the highway from the school.

Today, the classes are building a house in Toledo which is the ninth such construction since the class was started.

Because of the splendid work being done at this school, they were recently issued a $156.000 grant from the Division of Vocational and Technical Education, State of Illinois. The grant was given to only two schools, the other being Joliet with an enrollment of over 800 and Cumberland for schools under 800.

It is a honor that Cumberland should receive national recognition by the State of Illinois Division of Vocational and Technical Education by being awarded the grant for the establishment of the Comprehensive Illinois Occupational Ed. Demonstration Center.

Cumberland High School, which has an enrollment of only 420 is located between Greenup and Toledo and is to be congratulated for the fine work that is being done in this course.



These four scenes show the completed buildings by the Cumberland Building Trades classes. The first five houses, located across from the school are shown in the top picture. The next is the Unit office at the school, followed by the Extension office near Toledo. The bottom home is the last one to be completed in Toledo.

CIOEDC news conferences

JOLIET TOWNSHIP DISTRICT 204 and CUMBERLAND UNIT DISTRICT 74

The two sites selected for the Comprehensive Illinois Occupational Education Demonstration Center Projects held news conferences to alert their constituents of the importance and magnitude of the national activity. The news event enumerated particular activities planned and the abundant implications for improved educational efforts therein.

DVTE Director, Sherwood Dees was present at both events to express the Division's expectations and confidence in the success of the national activities. Officials of the two districts were also on hand to answer the questions of the invited participants and reporters. The accompanying photos highlight aspects of the two annunciatory events.

Charles Schickner of DVTE is Project Manager of the two sites. He is shown here with EPDA intern Ann Schickner.

Donald Full, Assistant Principal of Cumberland High School spoke of the high degree of support given by the district.

OSPI representative Gary Hoffman expressed his office's support for the project at Cumberland.

R&D Coordinator Ronald McCage (r) spoke with Project Director Thomas Boldrey at Joliet CIOEDC.

Present at both the Joliet and Cumberland conferences, DVTE Director Sherwood Dees expressed the importance and impact of the CIOEDC projects. Director Dees cited the national priority nature of occupational education, and Illinois' status as a leader in career education, noting that the two sites selected were outstanding in their commitment to occupational training.

Cumberland CIOEDC Project Director Dorothy Lawson spoke at the news conference to explain the scope of the project. Programs will be implemented to expose elementary school children (K-8) through multi-media resources to the vast variety of career opportunities. She said, "Children have a problem relating subject matter of school to the world of work. We hope to take the children out into the community and bring people into the schools to show them how spelling and math is used in different occupations." The basis of the K-8 component's programs is career awareness and career exploration.

At the high school level, new programs will be implemented to concentrate on occupational training. One such program will be developed specifically for potential drop-outs. This program will include on-the-job training in addition to classroom activities.

Post high school programs in vocational education will be developed and demonstrated at Lake Land College. The Demonstration Center will also be utilizing career education resources being developed at Eastern Illinois University.

Participants at the Cumberland news conference were: (l to r) W.E. Catey, Jr., Pres. CUD #77 Board of Education; Terry Bruce, State Senator; Dr. Harold Garner, Supt. of CUD #77; Sherwood Dees, Director, DVTE; and Dorothy Lawson, Cumberland CIOEDC Project Director.

GREENUP PRESS
Cumberland County's First Offset Newspaper

Cumberland Selected

To Receive

$150,000 Federal Grant

Greenup Press

THURSDAY, APRIL 4th, 1974

Cumberland Unit School District #77 will soon have one of the most advanced career education programs in Illinois, and possibly in the nation.

A news conference meeting was held Friday, March 22, 1974 at the Dutch Oantry in Greenup, Illinois to officially announce the awarding of the Federal Grant.

Standing left to right in the picture are: W. E. Catey, Jr., President of the Board of Education, Mr. Terry L. Bruce, State Senator; Dr. Harold E. Garner, Superintendent of Cumberland Unit District #77; Mr. Sherwood Dees, Director of the Division of Vocational & Technical Education; Mr. Donald R. Full, Assistant Principal of Cumberland High School; Ms. Dorothy Lawson, Project Director; Mr. Gary Hoffman, Assistant Director of Career Education; Mr. Neal Admire, Administrative Assistant representing Lake Land College.

A news conference meeting was held Friday, March 22, 1974 at the Dutch Pantry in Greenup, Illinois to officially announce the awarding of the Federal Grant.

Money To Be Used To Develop More Advanced Voc. - Tec. Education Center

It was announced last Friday at a special news conference at the Dutch Pantry in Greenup, that Cumberland Unit #77 had been selected as one of two schools in the state for one of the most advanced career educational programs.

In making the announcement, Mr. Sherwood Dees, Director of the Division of Voc-Tec Education, said Cumberland was selected for the small school demonstration center because it was representative of many such small rural community school districts in the state.

"We selected Cumberland and Lake Land College because of their committment to occupational training, said Mr. Dees. "We were not interested in awarding this project to a district which gave lip service to occupational education just for the money."

"Cumberland has, for a number of years had a fully approved occupational education plan with our office—one of the few in the area," he said. "And we selected their proposal because the Community College (Lake Land) works closely with the district. Their co-operation is well articulated."

Mr. Dees went on to compare the announcement with another occasion where he had made the presentation of a Championship trophy to the school back in 1954 while he was Supt. of Schools in Olney when the Cumberland lads advanced to the Sweet Sixteen.

Cumberland was selected from among five applicants for the comprehensive career education demonstration center and has been awarded federal grant moneys totaling $150,000 over the next three years for the development of the center.

The Cumberland center is one of two such centers in Illinois with the other being located at Joliet, which will represent urban districts. Joliet will be working in cooperation with Joliet Junior College.

Mrs. Dorothy Lawson, the Project Director of Cumberland Unit outlined the program which Cumberland was to play. She said "Programs to expose elementary school children (K-8) through multimedia resources to the vast variety of career opportunities will be implemented. One of the problems faced by career education teachers and by students leaving school for the world of work is that as young children they have had little opportunity to be exposed to a variety of career opportunities. Mrs. Lawson went on to say, "Agricultural training, Business and Office, Personnel, and Public Work, Health and Industrial opportunities would be offered in this new career education program."

"Another problem the children have is relating subject matter of school to the world of work. We hope to take the children out into the community and bring people into the schools to show them how spelling and math is used in different occupations. On the junior high level, students will video-tape people at work to learn from them the particular field to which they are exposed and complete a library which will be beneficial to students in later years through the use of the tapes.

At the high school level programs will be developed specifically for potential drop-outs. One such program will include time-off from regular classroom activities to participate in on-the-job training to learn new trades.

Mrs. Lawson continued, "Post high school programs will be developed in cooperation with the Lake Land Jr. College. The Center will also implement a number of other programs and will utilize resources developed in career education at Eastern Illinois University."

"In the Cumberland center, according to Mrs. Lawson of Charleston, career education programs which have been developed in theory through the research efforts of educators will be implemented and the center will be opened in the third year for visitation from teachers, school administrators and students from many portions of the United States and Canada."

The program has been divided into three phases:

Phase I–The Planning Stage was begun in February and will be completed by June 30th of this year.

Phase II – To be implemented from July 1st, 1974 to June 30, 1975 will be the study or development stage.

Phase III – The demonstration Stage will be from July 1, 1975 to June 30, 1976.

Dr. Harold E. Garner, Supt. of the Unit, said "Cumberland could not have developed the demonstration center without the federal money that was granted through the office of Superintendent of Public Instruction by the Division of Vocational and Technical Education."

"No small school could afford this entire project on its own," he said. "But here they will be able to see it complete and will be able to select those programs best suited to their needs."

"Another significant benefit for Cumberland is the opportunity for in-service training for our teachers, not University training, but training in our own community with local business and industry so they can work with these people and tell the children what is out there in the world of work."

Mr. Garner continued, "We are not going to be directing any child or elementary student or even high school student into any specific line of work field, we are simply trying to make them aware of all the possibilities and to make them better informed and able to have many fields from which to select."

Also present at the meeting were Mr. Gary Hoffman, Assistant Director of Career Education from the Office of the Supt. of Public Instruction, Springfield; State Senator Terry Bruce (Olney); Neil Admire, Lake Land College, Administrative Assistant; Ralph White, Supt. of Educational Service of Cumberland County; members of Cumberland Unit 77 Board of Education; elementary and high school personnel and several newspaper representatives along with Channel 10 TV from Terre Haute.

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CUMBERLAND
UNIT
DISTRICT NO.77

VOLUME 3 NUMBER 4
MAY 1974

ADMINISTRATIVE
NEWSLETTER

FEDERAL PROJECT UNDERWAY

Dr. Fred McCormick of Educational Management Services, Minneapolis, Minn. visited the Cumberland School District to ascertain the services which they could provide to aid the Comprehensive Illinois Occupational Education Demonstration Center reach its goals.

Dr. McCormick was very impressed with the school's campus and the enthusiasm demonstrated by the staff for the programs which are to be implemented. He was also impressed with the cooperation evidenced by the response of 4th, 8th, and 11th grade students and parents to the Career Education survey made by Career Education Resource Laboratory at Eastern Illinois University. This survey will help the project meet the needs of its students.

Mr. Elmer Shick of the United States Office of Education, Region V, Chicago, Illinois also visited the CIOEDC to evaluate whether the Center is reaching its goals and to provide suggestions to aid in the implementation of those goals. He indicated that "there are a number of outstanding activities occurring in the elementary and secondary components." He also felt that there is a "strong commitment of the Cumberland Unit District to the Basic concept of the project."

Staff members of Cumberland School District are attending workshops relevant to the programs to be implemented into next year's curriculum. Mr. Rogers attended a workshop at Carbondale, Ill. concerning potential school dropouts. Mr. Blade, Mrs. Weissing, and Mr. Waldrip attended a workshop in Villa Park, Illinois concerning computerizer occupational information. Mrs. Patton and Mrs. Thomas visited Eastern Illinois University to examine materials which will be available to supplement our program. Robert Rathe and Kenneth Clark attended workshop in Springfield, Ill.

concerning new curriculum materials which will be utilized in the development of occupational orientation experiences for high school students. These experiences will aid the student as he selects the vocational program he wishes to pursue. Other staff members will be attending a C.E.R.L. workshop to be held at Eastern Illinois University in June.

In cooperation with Eastern Illinois University, School of Education a Career Awareness Workshop for K-8 teachers will be held at the CIOEDC. This workshop will provide opportunities for teachers to identify people and places, which will help children become more aware of the people in the "world of work." Using this information, the teachers will develop curriculum materials and units. Those materials and units will be used to help implement Occupational Education Programs into the Cumberland School district.

Coles County Daily
Times-Courier
Good Morning... It's Wednesday, May 29, 1974
Est. 1966 Est. 1840
Serving Charleston and the heart of Lincoln Trail Country
13th Year, No. 304
16 Pages 15 Cents

Cumberland Occupational Center Is Well Underway

TOLEDO — The creation of the Comprehensive Illinois Occupational Demonstration Center in Cumberland School District 77 is well underway, reports project director Dorothy M. Lawson.

The project will be in its planning stage until June 30; its implementation stage until June 30, 1975 and its demonstration stage until June 30, 1976. The entire project is financed through a $155,000 grant from the federal government. The grant was for the creation of a small school comprehensive career education demonstration center, one of two in the State of Illinois.

During the demonstration year teachers and school administrators from all over the United States are expected to visit the model career education center.

Recent developments in the planning stage include visits from Dr. Fred McCormick of Educational Management Services, Minneapolis, Minn. and Elmer Shick of the U. S. Office of Education's Region V office at Chicago.

McCormick visited the center to determine what services the Educational Management Services could provide the Cumberland Center in its development.

Shick visited the center to evaluate whether or not the center is reaching its goals and to make suggestions for the implementation of the goals.

Staff members of the Cumberland District are attending workshops relevant to the implementation of programs in next year's curriculum, Mrs. Lawson said.

These include a workshop concerning dropouts held at Southern Illinois University; a workshop on computerized occupational informtion at Villa Park; examination of Materials at Eastern Illinois University which will be available for the programs, and a workshop on new curriculum materials to be utilized in the development of occupational orientation experiences for high school students.

Other staff members will be attending a Career Education Resource Laboratory workshop to be held at Eastern in June.

Also in cooperation with Eastern a Career Awareness Workshop for K-8 teachers will be held at the Cumberland Center. This workshop will provide opportunities for teachers to identify people and places which will help children become more aware of the "world of work", Mrs. Lawson said. The materials developed will be implemented in the programs at the Cumberland Center.

Times Courier 5/29/74

Courthouse

Toledo Democrat

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Serving Cumberland County Since 1857

15

VOLUME 116 TOLEDO, CUMBERLAND COUNTY, ILLINOIS 62468 THURSDAY, MAY 16, 1974 NUMBER 2

Students from Mr. Och's 5th grade social studies class presenting a farming skit to Mrs. Roger's first grade class. Left to right: Myra Flood, Greg Webb, David Brandenburg, Angie Brown and Jim Decker.

FEDERAL PROJECT UNDERWAY

On Thursday, April 25, a meeting of the Comprehensive Illinois Oppupational Education Demonstration Center staff at Cumberland Unit District No. 77 met with Dr. Harold Garner, Superintendent: Charles Schnicker of the Division of Vocational and Technical Education and Dr. Fred McCormick of Educational Management Services Inc., Minneapolis, Minnesota. The purpose of the meeting was to set up evaluation procedures which will aid in accomplishing the goals of the Demonstration Center.

Dr. McCormick was very impressed with the school's campus and the enthusiasm demonstrated by the staff for the programs which are to be implemented. He was also impressed with the cooperation evidenced by the response of 4th,8th,and11th grade students parents to the Career Education survey made by Career Education Resource Laboratory at Eastern Illinois University.This survey will help the project meet the needs of its students.

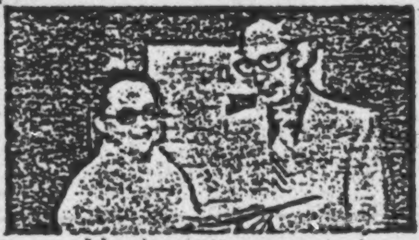
Staff members of Cumberland School District are attending workshops relevant to the programs to be implemented into next year's curriculum. Robert Rogers attended a workshop at Carbondale, Illinois concerning potential school dropouts. Robert Blade, Mrs. Rita Weissing and William Waldrip will be attending a workshop in Villa Park concerning computerizer occupational information. Mrs. Chalis Patton and Mrs. Anita Thomas will be at Eastern Illinois University inspecting materials which will be available to supplement our program. Robert Rathe and Kenneth Clark will be attending workshops in Springfield, Illinois concerning new curriculum materials which will be utilized in the development of occupational orientation experiences for high school students. These experiences will aid the student as he selects the vocational program he wishes to pursue.

A Career Awareness workshop for K-8 will be held at the Cumberland School District in June. This workshop will provide opportunities for teachers to identify people and places, which will help children become more aware of the people in the "world of work". Using this information, the teachers will develop curriculum materials and units. Those materials and units will be used to help implement Occupational Education Programs into the Cumberland school district.

TO BE or NOT TO BE

CAREER EDUCATION RESOURCE LABORATORY, EIU Vol. 2, #1

CUMBERLAND MAKES NATIONAL NEWS



Dr. Harold Garner, Superintendent of Cumberland School District and Mrs. Dorothy Lawson, CIOEDC Project Director, extend an invitation to educators to attend the National Career/Occupational Education Conferences to be held in the Cumberland School District.

It isn't very often that an opportunity such as the Cumberland Project Conference happens as close to home as this one. If, at all possible, area instructors will want to plan now to take advantage of this learning experience in career education!

In 1973, the Illinois Division of Vocational and Technical Education through the U.S. Office of Education funded the Cumberland Project - C.I.O.E.D.C. (Comprehensive Illinois Occupational Education Demonstration Center) for the purpose of highlighting innovative

(Continued on back page)

(Continued from front page)

programs and new approaches to Career Education. After two years in operation the site is now ready to show the nation what it has been doing.

Conference dates have been set and brochures have been sent out to all area schools. Each two-day conference will have the first day as a scheduled conference day with the second day being allotted time for participants to see innovative programs in action. Educators will see, among other things, how concepts from the world of work have been built into K-8 curriculum; how WECEP (Work Experience Career Exploration Program) helps to prevent 14 and 15-year-olds from dropping out of school; materials which are available in career education and which have been made available for use at various levels; and processes for building career education programs in the schools. All twelve of the programs developed in the Cumberland Schools and at Lake Land Community College will be on display.

Since the number of participants for each conference is limited, pre-registration thirty days in advance is requested. Please note these conference dates:

October 23, 24
February 5, 6
March 11, 12
April 22, 23

Check the brochure at your school for further information or write to:

Dorothy Lawson
Project Director
CIODEC
Cumberland School District 77
R.R. 1
Toledo, Illinois 62468

See you there! You'll be glad you took advantage of this opportunity to see career education in action!

COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION
DEMONSTRATION CENTER

Administration Office
Cumberland Unit School District No.77
R. R. #1, Toledo, Illinois 62468
217-923-3137

CIOEDC NEWSLETTER

September, 1974

Vol. 1, No. 1

WORKSHOP NEWS

The creation of the Comprehensive Illinois Occupational Education Demonstration Center in Cumberland Unit School District #77 is well underway.

Staff members of the School District attended workshops relevant to the programs to be implemented into 1974-75 curriculum. Mr. Rogers and Mrs. Lawson attended a workshop at Carbondale, Illinois, concerning the WECEP Project, a work experience program for potential dropouts; Mr. Blade, Mr. Waldrip, and Mrs. Lawson attended a workshop in Villa Park, Illinois concerning the CVIS project, a program of computerizer occupational information; Mrs. Patton and Mrs. Thomas visited the Career Education Resource Laboratory at Eastern Illinois to examine materials which are available to supplement our materials. Mr. Rathe and Mrs. Lawson attended a workshop in Springfield, Illinois concerning curriculum materials which will be utilized in the development of occupational orientation experiences for high school students.

A workshop concerning the gathering of data for the Cost Differential Anyalsis was attended by Mr. Rogers, Mrs. Lawson, Mrs. Roberts (data gatherer for Cumberland School District) Mr. Cole, dean of Career Education, and Mr. Don Stuckey the computer programmer at Lake Land College. Mr. Rogers and Mrs. Lawson and three principals and three teaching staff from neighboring high schools participated in an Illinois Occupational Curriculum Project workshop at Cumberland High School sponsored by the CIOEDC project.

Mrs. Lawson attended a conference in Washington, D. C. the objectives of which were to determine effective methods of implementing Career Education and the development of a Career Education position paper for the United States Office of Education.

A Career Awareness Workshop was held by the CIOEDC staff for Cumberland's teachers. The following teachers attended: Mrs. Patricia Yow, Miss Marilyn Johnson, Mrs. Addi Rogers, Mrs. Carole McFarland, Mrs. Louise Jones, Mrs. Beverly Kuhn, Mrs. Alice Throneburg, Mrs. Cheryl Vennetta, Mrs. Margaret Garner, Mrs. Javetta Kemper, Mrs. Janeice Allison, Mrs. Rosalee Chancellor, Mrs. Judith Decker, Mrs. Kathryn Everhart, Mrs. Olive Wilson, Mrs. Sharon Burgess, Mrs. Gayle Carrell, Mr. Sidney Stone, Mr. David Gilley, Mr. Robert Blade, Mrs. Chalis Patton, Mrs. Rita Weissing, Mrs. Eleanor Shadley, Mrs. Phyllis Sowers, and Mr. Robert Schnoor.

A number of occupations suggested by the workshop participants for study this fall include: journalist, hairdressers, bakers, salesmen, lumbermen, librarians, authors, recreation facility managers, nurses, commercial plant growers, pest controllers, farmers, green house workers, shoemakers, postoffice workers, factory workers, and carpenters.

An exciting outcome of this workshop was initial contacts with local community members who are willing to participate in career education units. The first community interview was done by Dr. Wernick of the ABLE Model Program who interviewed Mr. Jay Hayden, owner and manager of the I.G.A.

Pictured is Mr. Jay Hayden as he was interviewed by Dr. Walter Wernick duringthe Career Awareness Workshop.

FIELD TRIPS

Funds are available for field trips which are an integral part of your career unit. This year the emphasis will be trips within a 10 mile radius of the Cumberland Schools-primarily so that we visit our local area first. Next year the radius will be enlarged so that evaluations can be made as to which locations are of the most value. If you wish to take a field trip refer to the Cumberland Field Trip Policies available from your principal. Please consider the idea of small groups of five to ten students rather than 30-60, especially since the distances will be shorter. Plan to use filmstrips, video tapes, and printed materials such as books and pictures as well as bringing speakers into the classroom.

In order to keep a record of field trips we ask that you complete an evaluation form for this office. Please return it to the principal's office with the field trip application form.

SUPPLEMENTARY MATERIALS

Coming soon is a bibliography fo each teacher of supplementry film-strips and books available in ur libraries for career studies. Be sure to look it over and plan to preview those materials you could use nd plan to make your students aware o the Occupational Education materials available to them in the library nd counselor'soffice.

If you need additional informatio on a particular occupation send y ur request to this office. Also if yo see books or filmstrips which yo think would be worthy of purchase or this center send us the informati n.

MINI-GRANTS
for
PROGRAM DEVELOPMENT

Plans have been made to award 30 mini-grants of $50 each to aid in th development of Career Education Uni s. More information will be given at th September faculty meeting.

DIALOGUE

In order that the Center staff ca be most effective it is important tha all faculty members communicate w the center staff and each other as t methods of infusing occupational education into teaching plans, probl ms encountered and materials need d therefore we plan to survey the staf at intervals to identify any occu tional experiences you have provi e for your students. We shall also include stories in the NEWSLETTER o some of those activities. Perhaps o have a budding newsreporter in you class who would like the experienc of writing for the paper. In order t provide a visible record which te l the story of how we have implemente the various programs, cameras and f l will be made available. Please p to use them yourself or call on th center staff to photograph for yo

You can't aspire to something-until you become aware of it and understand it.

Ralph Tyl

COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION
DEMONSTRATION CENTER

Administration Office
Cumberland Unit School District No.77
R. R. #1, Toledo, Illinois 62468
217-923-3137

CIOEDC NEWSLETTER

December, 1974 Volume I, No. 2

VISITORS TO CIOEDC

Tom Boldrey, CIOEDC Project director, Joliet, Illinois, visited Cumberland School District #77, November 4, 1974. He was impressed with the variety of career unit proposals which had been submitted and the involvement of teachers in the CIOEDC project. He has extended an open invitation to interested staff members to visit the Joliet School system.

On October 21, 1974, visitors from Eastern Illinois University, Dr. Marla Peterson, Director of Project IMPACT and 10 of her program interns and Mrs. Carol Sanders, Director of the CERL project and her staff were given a presentation by the Career Task Force concerning the planning for and implementation of programs at the CIOEDC.

IN-SERVICE

Mr. Waldrip, Mr. Rogers, and Mrs. Lawson have been working with Mrs. Joyce Felstehausen, a doctoral fellow at University of Illinois to develop a survey instrument to gather data for the Follow-up Study of Graduates of the Cumberland Vocational Programs.

Mrs. Full, Mrs. Roan, and Mrs. Lawson attended a two day workshop, November 15 and 16 in Springfield for coordinators of cooperative work programs.

Mr. Full, Mrs. Thomas, Mrs. James, Mr. Waldrip, Mrs. Patton, Mrs. Lawson and Mr. Henry attended a CERL open house November 8, at Eastern Illinois University. Career Education materials and a CVIS terminal were on display and demonstrated.

Mrs. Lawson attended a workshop November 21, at Olney Community College, concerning the use of a Career Education Handbook for Implementation of Career Education programs at the High School level.

VISITORS IN THE CLASSROOM

Gary Henderson, a farmer, was interviewed by Mrs. Allision's 4th grade students who were studying farming in Illinois.

Mr. Bell, County Agent, gave instructions to Mrs. Garner's science class on how to mount insects. Mr. Rufner, of Arab Pest Control, presented a film on pest control and gave a presentation on career opportunities in his field to the same class.

The kindergarten children of Mrs. Yow and Miss Johnson observed a hairdresser, Mr. Steve Hatten, demonstrate hair cutting and hair care. They also learned about shoe manufacturing from Mr. Zie of the Ettlebrick Shoe Company.

Mr. Stults, of the First National Bank, Toledo, discussed banking careers and services with Mrs. Full's WECEP class.

The Publisher of the Toledo Democrat, Mrs. Neese, spoke to the students of Mrs. Everhart's class while they were doing a newspaper unit.

Mrs. Hill and Mrs. Carrell provided demonstrations of various crafts by Mr. Lowell Dunn of the Rock Shop, Greenup; Mrs. Jerry Ramsey, of the Lawn and Garden Shop, Casey; and Mrs. Don Blade, ceramics instructor.

PRESENTATIONS

An interview of Mrs. Full, by Mr. Full, which explains the WECEP program, was taped for and aired on WKZI-A.M. and WCRA-A.M.

Mr. Henry and Mrs. Lawson gave an overview of the CIOEDC to the Greenup Kiwanis Club

Mrs. Bobby Goodman interviewed and photographed CIOEDC staff members for the Effingham newspaper's year end coverage of local activities.

The Cumberland Vocational Advisory Committee was update on CIOEDC activities by Mr. Rogers, Mr. Henry & Mrs. Lawson.

CLASS ROOM ACTIVITIES

This issue of the newsletter will concentrate on Career Development activities K-8. Other issues will emphasize activities in other components of the CIOEDC.

The kindergarten classes have met and role played many community workers while learning the letters of the alphabet. Mrs. Yow, Miss Johnson, and Mrs. Holsapple have introduced their children to a variety of self awareness activities through the Duso materials. Mrs. Rogers has increased her students awareness of the world of work through previewing filmstrips. Mr. Kaufman's students have been discussing what their parents do. Mrs. Kuhn's second graders have been discussing "How I Feel About..." Mrs. McFarland and Mrs. Chancellor have been helping their students become aware of themselves through a series of Focus of Self Development materials.

Mrs. Decker and Mrs. Allision have been developing their student's interview skills in preparation for future studies. Through a study of Ecology, Mrs. Wilson has introduced emerging careers resulting from the concept of recycling. Mr. Wock has provided individual student access to career filmstrips.

A Job Experience Kit and the Career World magazine have provided experiences for Mr. Starwalt's Math class. Students have been writing papers in Mr. Stone's class about jobs they would like to know more about. Mrs. Scott has infused occupational information into the study of the United States. Mrs. Carrell has been using a series of "Popeye Comics" to introduce careers to her students. By using the educational television program Bread & Butterflies, Mr. Blade's Language Arts classes have been exposed to decision making concepts. Mrs. Hill and Mrs. Carrell have introduced students to careers involving handicrafts through field trips and guest demonstrators. Using a series of filmstrips and tapes, Mrs. James has been helping 8th graders identify their vocational interests.

FIELD TRIPS

CIOEDC funded field trips have been made by the following groups: The third grade classes of Mr. Finley and Mrs. Thornburg visited the Greenup Post Office and Library. Mrs. Sower's Health Orientation class visited the Greenup Nursing Home. Mrs. Garner's Science classes visit Grissom's Orchard. WECEP students visit the First National Bank in Toledo with Mrs. Full. The L & L Market in Toledo provid a tour for Mrs. Yow's and Miss Johnson Kindergarten classes. The 5th and 2nd grade classes visited Rockhome Gardens.

THE STUDENT'S POINT OF VIEW
4th Graders Interview a Farmer

Everybody got to ask questions and was fun. The kids all had a good time talking to Gary (Henderson). Everybody ask different questions. Gary rents his o land, but farms more than he rents himsel. He said he likes farming. It was interesting talking to Gary. Most of the boys wou like to learn more about farming and be farmer some day. THE END

By Lisa Houser and Paul Marti
Mrs. Allision's 4th Gr.Social Studies Clas

EVALUATIONS

4th, 5th, and 6th grade Language Art teachers evaluated a survey developed at the University of Illinois for determining t types of instructional activities childr prefer in the educational process.

Teachers in the Elementary, Jr. Hig and High School have been involved in t evaluation of Career Awareness and Exploration commercial materials. All teachers and counselors are encouraged to make suggestic for the purchase of materials they fe would be of value in presenting Occupational Information in their instructional unit

DIALOGUE

We are pleased with the interest teach and students are exhibiting in the materials we have in the libraries. The Career Wor magazine is one effort to help acquaint y with the Career Development concepts and provide some general as well as specialized information. When you no longer wish to u the magazine in your classroom please send to the library for general circulation.

Mini-grants to develop individuali vocational education units were awarded Mrs. Yow, Miss Johnson, Mrs. Garner, Mrs Hill, Mrs. Carrell, Mrs. Lasher, and Mrs. Jame

An additional 15 mini-grants propos will be requested in January. The deadlin for submission of your proposal is Janua 27, 1975. Additional information will given at a later date.

Career Education is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living. KENNETH HOYT, Associate Commissione for Career Education

TO BE or NOT TO BE

CERL

CAREER EDUCATION RESOURCE LABORATORY, EIU Vol.2, No.4

CIOEDC Demonstrates Career Program

If you missed the first demonstration days at the Comprehensive Illinois Occupational Education Demonstration Center (CIOEDC) at Cumberland Schools near Toledo, Illinois, plan to attend on Feb. 5 and 6.

The first day, February 5, will be devoted to a scheduled program with the second day used for participants to view these programs in action. Materials will be displayed, curriculum infused with career concepts will be available to see through film as well as in the classroom, and programs showing "how to" processes, will all be a part of the conference.

Send for more information to Dorothy Lawson, project director, Cumberland School District 77, R.R. 1, Toledo, Illinois 62468. Other demonstration days will be: March 11, 12 and April 22, 23.

These are well-planned, informative, and most worthwhile demonstrations. Plan to attend one of these times. Get your reservations in now.

COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION
DEMONSTRATION CENTER

Administration Office
Cumberland Unit School District No.77
R. R. #1, Toledo, Illinois 62468
217-923-3137

CIOEDC NEWSLETTER

March, 1975 Volume I, No. 3

WECEP PROGRAM

Clint Devall, working for Mrs. Ohmen at the Rainbow Cafe, during first semester.

Cumberland's WECEP (Work Experience and Career Exploration Program) was developed for 14 and 15 year olds. The program develops positive attitudes toward education and at the same time provides opportunities for preparation for the world of work.

A limited number of students are chosen for the program, which is under the direction of Mrs. Sharon Full. The program includes attending some regular classes, one work related WECEP class and working for pay from 1 to 3 hours a day. Ample opportunity is given to explore the Career of each student's interest.

Local businesses participating in the program are: Cumberland Nursing Home; Ben Tire; Cumberland School System; Scott's Feed Store; Ettlebrick Shoes; Stuart's IGA; Carr's Auto; Benson's Shell Station; Bus's Restaurant; Rainbow Cafe; Greenup Coffee Shop and Montgomery Wards.

INTERNS

Cumberland Schools are participating with Eastern Illinois University in an intern program in Career Education during Spring semester. This program is intended to give the intern experience in the various phases of implementing Career Education programs while providing assistance for the schools.

Mrs. Diane Blair, with Mr. Rogers and Mrs. Lawson, has helped develop a follow-up study for Cumberland's High School graduates. Mrs. Blair assisted Mrs. James in presenting a series of career interest filmstrips, assisted with the CIOEDC Newsletter and has been involved with the general administrative activities of the project.

Mr. Richard Longfellow, who spent the first half of the semester at Casey Junior High School, began his internship with the CIOEDC Project on March 11.

OCCUPAC WORKSHOP

A workshop demonstrating the use of OCCUPACs will be held in the Elementary School Cafeteria March 18. The OCCUPACs were developed at Eastern Illinois University and have received national recognition for their use in developing the life-style, coping behaviors, self-development and decision-making dimensions of Career Development.

WANT AD

NEEDED: Hats of all kinds!

If you have hats that are characteristic (or even "sort of" characteristic) of a particular occupation, the kindergarten classes would appreciate having them. You may leave any hats you have with Mrs. Yow, Miss Johnson, or Mrs. Lawson.

HERE & THERE

CLASSROOM ACTIVITIES

Dr. Tylka visited Mrs.Yow's and Miss Johnson's Kindergarten classes. He told what the dentist does and gave students an opportunity to handle his tools. Mrs. Sowers also came and told about her job as school nurse.

Mrs. Mary Louise Walk who lives on a dairy farm and Judy and Leonard Kurriger who are bakers were visitors to Mrs Kuhn's and Mrs. Winkler's second grade classes.

Fifth graders in Mrs.Wilson's science class recently had a project on plant growing. Mrs. Carrell, an African violet grower, discussed plant growing, job opportunities and then, with the help of Beverly Darter, assisted each child in planting his own terrarium.

As a culminating activity for Mrs. Glosser's second grade store workers, a trip to the various shops in Greenup was made to purchase items for their classroom stores.

Mrs. Lasher's art classes spent time in Champaign seeing the work of professional artists.

Mrs. Hill's special education class learned about various jobs in agriculture while on a field trip to Lake Land College.

Sophomores in Mrs. Chacon's English class traveled to the University of Illinois print shop and to the Effingham Daily News office to become acquainted with the numerous jobs related to printing and journalism.

Mr. Blade's elective art class plans to set up a business and sell bird houses and bird feeders.

Mr. Gilley's 8th grade language arts students are interviewing, photographing and writing about local interesting people and events. Students will learn the various journalism related jobs, their responsibilities and interdependences as they plan their own "Foxfire" magazine.

Miss Glosser's drama class presented a play, "The Twelve Princesses" to the primary grades. Students became aware of the various technical jobs related to theater production as well as acting and directing. The drama group also observed professional theatre people at Sullivan's Little Theatre.

Mrs. James, with the assistance of Mrs. Blair presented to the 8th graders a series of job interest filmstrips. Information gained will be used for futher exploration into various jobs.

DIALOGUE

What Benefits will the Students Receive from Being in a Career Education Program? Many times it is difficult for a child to understand why he needs to learn various skills. By using occupationally oriented learning strategies which incorporate first hand experiences; whether they are in the classroom, on a field trip or job experiences themselves, the student finds a new reason for gaining a proficiency in skills and knowledge. School then becomes not the end in itself, but a necessary preparation point leading to career satisfaction.

HEALTH OCCUPATIONS CLASSES

Nursing, taught by Mrs. Sowers, the school nurse, is a Career exploration and orientation course. Nursing I students learn to take temperatures & blood pressures, work with a bedside unit, make beds and give baths and backrubs. Nursing II students spend one hour a day as assistants in the nurse's office.

HOME ECONOMICS

Mrs. Shadley's Orientation to Home Economics for 9th graders deals with skills, principles and how they relate to actual working situations. Practical skills are put to use when the girls in the Child Care class spend two hours a day with primary children in the Elementary school assisting with various classroom activities.

AGRICULTURE CLASSES

Robert Rathe's Vocational Agriculture classes have participated in interesting Career related activities. Speakers have included Darwin Nelson from the Agriculture Corps; Joe Johnson from the Farm Journal who discussed agriculture communication, Vernon Diel talked on machinery technology; Larry Esworthy from A[illegible]C talked about soils; Melvin Bell, from Coop Extension discussed extension work; Mike Easton, a farmer discussed State farm applications and Ed Wampler, a student in mechanics talked about training programs. Field trips were made to the John Deere Company of Casey and the slaughter house in St. Marie.

Success doesn't just happen. It must be planned and worked for.

COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION
DEMONSTRATION CENTER

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R. R. #1, Toledo, Illinois 62468
217-923-3137

CIOEDC NEWSLETTER

May 1975

Volume I, No. 4

THE CIOEDC IN REVIEW

Mr. Dees of DVTE and Mr. Full of Cumberland hear Dr. Garner, Supt. of the Cumberland School District deliver a Welcome to CIOEDC Site B during the April 1974 Press Conference.

Cumberland School District received notice in January 1974 that they had been awarded a $150,000 grant to select, implement, and demonstrate Occupational Education projects developed through funding by Illinois Division of Vocational and Technical Education. This money had been awarded to the state of Illinois by the United States Office of Education. Our first official announcement covered by TV and newspaper reporters was made at a press conference in April 1974. Mr. Sherwood Dees of the Illinois D.V.T.E. was present to give the state's official backing to the project. Since that time we have established twelve occupational education programs into the Cumberland School District and Lake Land College. We are now preparing to demonstrate those programs during the next school year. The dates set are: October 23 & 24, 1975, February 5 & 6, 1976, March 11 & 12, 1976, and April 22 & 23, 1976.

HOW DID LOCAL EDUCATORS GET INVOLVED?

Getting started involved having (a) a clear knowledge of the subject matter (b) a knowledge of basic career development concepts (c) a knowledge of available community resources (d) creativity and ingenuity (e) a desire to make experiences meaningful (f) the interest to try something different and (g) the perception that Career Education can be the means of providing relevance of today's education to tomorrow's careers.

Thirty-nine teachers participated in CIOEDC workshops, eleven staff members made visitations to project sites, fifteen teachers received CIOEDC mini-grants. The many speakers and field trips taken this year have been more career oriented-providing career awareness as well as career information and experiences, illustrating the implementation of the infusion of career development concepts into the existing curriculum.

NOTE OF APPRECIATION

It is important at this time to thank those many teachers who provided demonstrations this year and provided students for interviews. They are: Mrs. Yow, Mrs. Full, Miss Johnson, Mrs. Glosser, Mrs. Chancellor, Mrs. Kuhn, Mrs. Decker, Mr. Blade, Mrs. Hill, Mr. Gilley, Mrs. Patton, Mrs. James, Mrs. Shadley, Mr. Rathe, Mr. Reisner, Mr. Veach, Mrs. Pease, Mrs. Thomas, and Mr. Waldrip. One of the big pluses this school district should be aware of is the high level of cooperation evidenced to our evaluators. They were very impressed and feel that the spirit of cooperation has been the impetus for accomplishments not otherwise possible. We have been very pleased with the positive response to demonstrate some interesting activities that were developed this year.

VOCATIONAL ADVISORY COUNCIL

Mr. Larry Stults; Mrs. Rita Lapan; and Mr. Robert Rogers, Vocational Director of Cumberland High School; meet with Advisory Council members and school administrators

A Vocational Advisory Council is a group of persons selected to collectively advise career education efforts within the school and community. Our advisory council has been meeting once a month. This year they have helped to develop a community resource list, to review the study to follow-up Cumberland High School graduates and to provide input to adult course offerings.

Members are from outside the field of education and are selected because of their specialized knowledge. The members of the Advisory Council are: Mr. Gary Grissom, operator of an apple orchard north of Greenup; Mr. Larry Stults, Loan Officer at the First National Bank of Toledo; Mrs. Rita Lapan, Cumberland County Nurse, Toledo; Mr. Jay Hayden, the owner and manager of the Greenup IGA; Mr. Robert Scott, owner and manager of the Builders Supply Company Greenup; Mr. Victor E. Stewart, Jr., farmer Toledo; Mr. Carroll Ervin, owner of Ervin Construction Company, Toledo; Dr. L. E. Massie, a physician at Rhodes Clinic in Toledo; Mrs. Jean Ann Green, a nurse at the Douglas Nursing Center in Mattoon; and Mr. Rex Evans, a farmer in Toledo.

WANTED

Any student's work appropriate for a CIOEDC display at the Cumbbrland County fair. Please notify the CIOEDC office of the location of the materials.

Teachers to continue or begin in the fall using the many occupational education programs and materials.

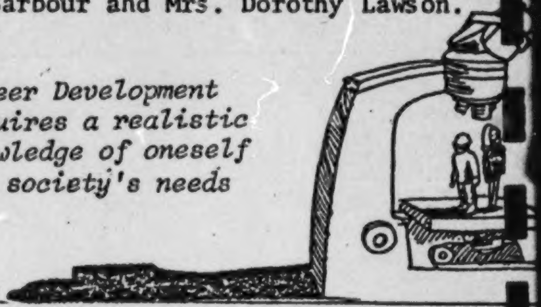
CAREER TASK FORCE

The function of the Task Force is to assist the project director in assessing the needs of the schools and community, planning the implementation of the various programs and evaluating the project as it progresses and upon its completion, as well as provide an important public relations link between the community. Among its accomplishments are the setting up of National Demonstration Conference Dates, development of the Conference format, the setting up and awarding of mini-grants, and providing a communication between and among the Cumberland and Lake Land staff and the CIOEDC.

The Career Task Force members are: Mr. Richard Nicholson, Ass't Elementary and Jr. High Prinicpal; Mr. Donald Full, Ass't High School Prinicpal; Mr. Robert Rogers, High School Principal; Mrs. Beverly Kuhn, Primary; Mrs. Roselee Chancellor, Intermediate; Mr. Robert Blade, Jr. High; Mrs. Chalis Patton, Grade School librarian; Mrs. Anita Thomas, High School librarian; Mrs. Susan Jame[illegible], Grade School guidance; Mr. William Waldrip, High School guidance; Mrs. Deanna Pease, High School Special Education; Mrs. Esther Hi[illegible], Grade School Special Education; Mrs. Eleanor Shadley, Consumer and Homemaking; and Mr. Charles Cole, Lake Land College.

UNIVERSITY OF ILLINOIS WORKSHOP

The U of I is conducting a Career Education Workshop VOTEC 399 here this summer. This workshop is designed to develop additional curriculum materials and prepare presentations to be given during the CIOEDC demonstration phase. The following teachers are attending this workshop: Mrs. Pat Yo[illegible], Miss Marilyn Johnson, Mrs. Carole McFarlan[illegible], Mrs. Louise Jones, Mrs. Alice Throneburg, Mrs. Roselee Chancellor, Mr. Phil Sherwoo[illegible], Mrs. Gloria Roan, Mrs. Sharon Full, Mrs. Anita Thomas, Mrs. Linda Inman, Mr. Gene Throneburg, Mrs. Phyllis Sowers, Mr. Robert Blade, Mr. Robert Rogers, Mrs. Joanne Chac[illegible], Mrs. Eleanor Shadley, Mr. George Reisner, Mr. Joe McFarland, Mrs. Deanna Pease, Mrs. Carolyn Barbour and Mrs. Dorothy Lawson.



Career Development requires a realistic knowledge of oneself and society's needs

Teachers can increase the relevance of educational experiences by arranging for directed learning exchanges between students and adults.

Education conference

Dr. Harold Garner, left, superintendent of Cumberland schools, and Mrs. Dorothy Lawson, conference director, meet with Dr. Larry Bailey of the National Advisory Council on Career Education, United States Office of Education.

Career conference held

MATTOON — Dr. Harold Garner, superintendent of Cumberland Unit District 77, and Dr. Robert Webb, president of Lake Land College, recently hosted a national conference on career education for the Illinois Division of Vocational and Technical Education, Illinois Office of Education, and the United States Office of Education.

Participants came to the conference from school and college districts in Illinois, Iowa and Nevada to see how the community, the school district, the community college, the university and state agencies could work together to provide career development experiences which would provide basis for making and implementing career decisions as they relate to the needs of the individual and the needs of society.

Staff members of the Cumberland School District, Lake Land College, Eastern Illinois University and the Illinois Division of Vocational and Technical Education provided demonstrations and consultative services to the conference participants who are in the process of developing career education programs in their school districts.

The Comprehensive Illinois Occupational Education Demonstration Center national conference was highlighted by the presentation given by Dr. Harry Bailey, a member of the National Advisory Committee on Career Education for the United States Office of Education, Office of Career Education.

Additional conferences will be held in the spring. The community is invited to attend.

Journal Gazette

DR. HAROLD Garner, left, superintendent of Cumberland school district and Mrs. Dorothy Lawson, right, conference director, meet with Dr. Larry Bailey, center, of the National Advisory Council on Career Education, United States Office of Education.

Cumberland Hosts National Meeting

CUMBERLAND — Dr. Harold Garner, superintendent of Cumberland unit district 77, and Dr. Robert Webb, president of Lake LAnd Junior College, recently hosted a national conference on career education for the Illinois Division of Vocational and Technical Education, Illinois Office of Education, and the United States Office of Education.

Participants came to the conference from school and college districts in Illinois, Iowa and Nevada to see first hand how the community, the school district, the community college, the university and state agencies could work together to provide career development experiences which would provide a basis for making and implementing career decisions as they relate to the needs of the individual and the needs of society.

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Additional conferences will be held in the spring to which an invitation is extended to the local community.

Educators in the school districts are urged to send their staff to a conference which can provide introductions to tested career education innovations which are particularly relevant to today's students and tomorrow's adults.

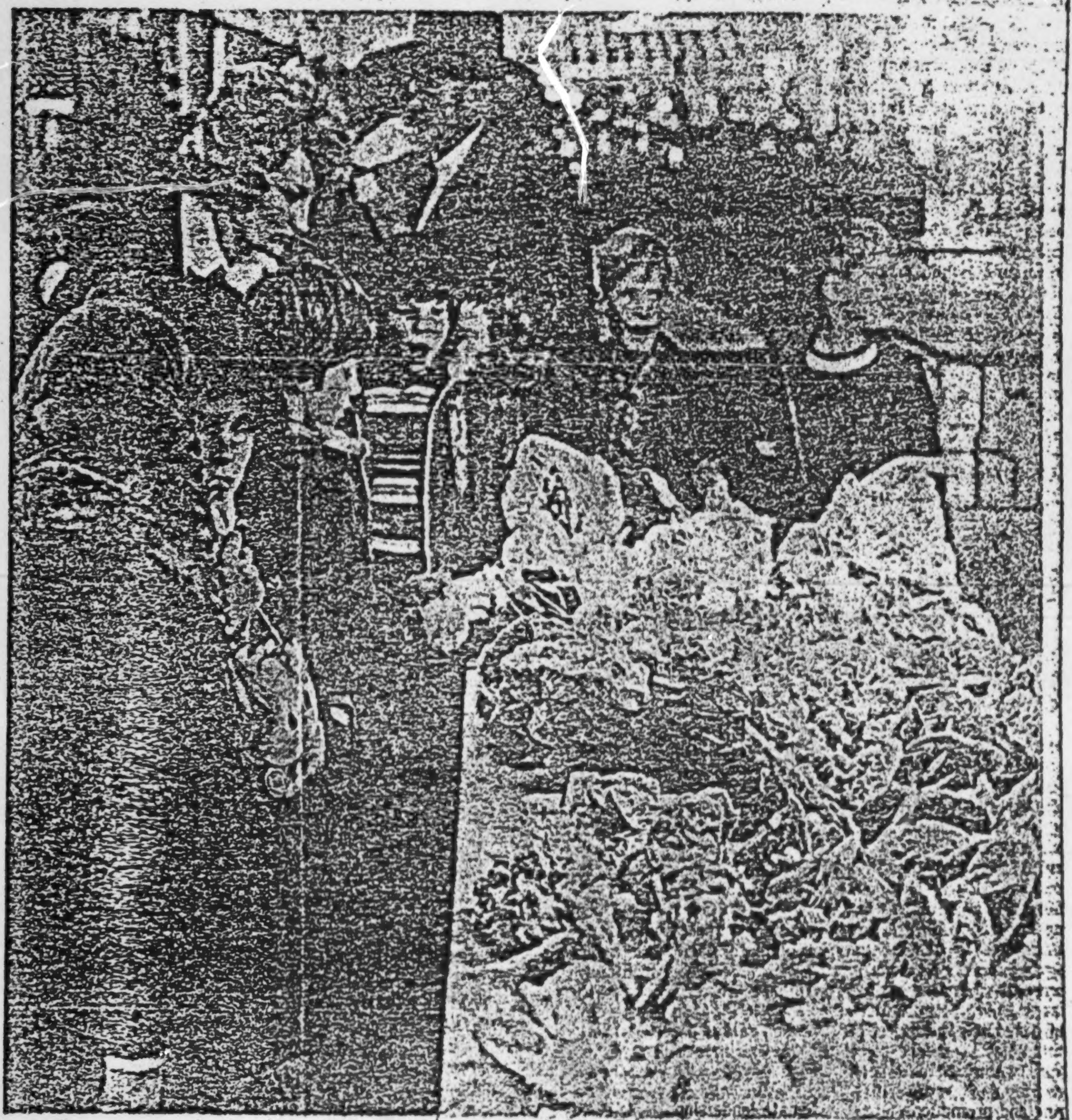


Photo by Robert Themer

Rocks, Rocks, Rocks

Members of Mrs. Glosser's second grade class from Cumberland Elementary School Friday visited the Kickapoo Rock and Mineral Club's annual show at the Cross County Mall in Mattoon. With the children is room mother Pat Grisson. The show continues today and Sunday.

Saturday, Nov. 15, 1975 TIMES-COURIER, Charleston, Il

COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION
DEMONSTRATION CENTER

Administration Office
Cumberland Unit School District No.77
R. R. #1, Toledo, Illinois 62468
217-923-3137

CIOEDC NEWSLETTER

ecember, 1975
Volume II, No. 1

UNIVERSITY OF ILLINOIS WORKSHOP

During last summer the U of I conducted t Cumberland High School a Career Educaion workshop VOTEC 399 funded by CIOEDC unds. Many well done Career Education projects were developed by the following: s. Pat Yow, Miss Marilyn Johnson, Mrs. role McFarland, Mrs. Louise Jones, Mrs. Alice Throneburg, Mrs. Rosalee Chancellor, s. Gloria Roan, Mrs. Sharon Full, Mrs. ita Thomas, Mrs. Linda Inman, Mr. Gene Throneburg, Mrs. Phyllis Sowers, Mr. Joe cFarland, Mrs. Deanna Pease, Mrs. Dorothy wson and Mrs. Carolyn Barbour.

UNIT FACULTY MEETING

On Wednesday,November 12, 1975, members of the CIOEDC Career Task Force and staff mbers involved in Career Education actities provided a stimulating and unique opportunity for all of the Cumberland facty to become aware of various career edation programs and activities being implemented at Cumberland and demonstrated at the CIOEDC conferences. A "special anks" is in order to all the staff who ared their activities and thoughts during this presentation.

DON'T LET RESOURCES LIE IDLE

Have you taken advantage of the books and multi-media materials in the resource centers at the Cumberland Elementary & Jr. High School and the Cumberland High School? Use the new bibliography which lists the occupational materials in the two libraries. We guarantee there is something of value for you and your students.

If your students are looking for relevance in your subject material then turn to the Community Resource Files in the two libraries They list willing speakers, places for field trips and people who are willing to be interviewed.

Don't let your valuable career education activities go unknown, get the students on T.V. with the video camera or in still pictures with the cameras that are available in the CIOEDC office.

DIALOGUE

"To hunger for use and to go unused is the greatest hunger of all"

Pres. Lyndon Johnson

... refers to the human need of all human beings to feel that someone needs them for something - that it does matter to someone that they exist - because they are alive, that the world is in someway and to some degree, better off because of their contribution. The basic premise of career education is that the need to work is a basic human need for all human beings.That is why we refer to work as a "human right" rather than a societal obligation.

Dr. Kenneth Hoyt

ATTENDING A CIOEDC CONFERENCE

PROVIDES OPPORTUNITIES TO:

Supermarket Worker
a Hairdresser

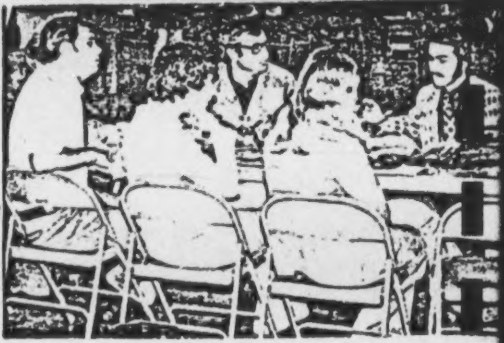
See Students in Occupational Roles

Listen to Student Intervi

Observe Career Education Fusion Strategies

Review Materials

Review Samples Career Educat Objectives & Activities



Exchange Ideas

CLASSROOM ACTIVITIES

Mrs. James's Vocational Art class has been taking small group field trips to give them an idea of the variety of art related jobs in relation to their capabilities and interests. The students taped interviews and photographed particular workers at the following sites: United Graphics - to study possible careers in Commercial Art; Lake Land Beautician School- to see what a beautician does and how it is related to art; Eastern Illinois University - to get first hand information about the career of a sculptor and sign painter; B.L. Petty Silkscreen Company - to learn the kinds of work being done in that field today and Fontanbleu Nursing Home - to learn about art theraphy as a possible career. After the field-trips the students gave oral presentations to the class concerning the pay rate, training and skills needed and description of typical assignments involved with the job.

A special Career Education course at the Junior High School is being taught by Mr. Bob Blade and Mrs. Gayle Carrell. Students are developing their own OCCUPAC's-which include pictures, job descriptions, tools& activities, related to a specific occupation. The students are gathering information upon which they can base their career education decisions.

Mrs. Glosser's second grade class made the front page of the Mattoon paper when theytook a field trip to the Rock Show at the Cross County Mall. The students have been studying the use of math in business and the various types of businesses including a rock shop, which they have set up in their class.

QUAD COUNTY NEWS AND VIEWS

1. 1 December 1975 No. 3

NATIONAL CAREER EDUCATION CONFERENCE

Dr. Harold Garner, Superintendent of Cumberland Unit District and Dr. Robert Webb, President of Lake Land College, recently hosted a national conference on career education for the Illinois Division of Vocational and Technical Education, Illinois Office of Education, and the United States Office of Ed. Mrs. Dorothy Lawson was the conference director.

Participants came to the conference from school and college districts in Ill., Iowa, and Nevada to see first-hand how the community, school district, community college, university, and state agencies could work together to provide career development experiences which would provide a SOUND basis for making and implementing career decisions as they relate to the needs of the individual and the needs of society.

Additional conferences will be held in the spring to which an invitation is extended to the local community. In an age of overwhelming numbers of career choices and loss of individual identity, it is important to provide students with the tools of inquiry, methods of decision-making and a concern for the future of tomorrow's society. We urge educators in your school. district to send their staff to a conference which can provide introductions to tested career education innovations which are particularly relevant to today's students and tomorrow's adults.

QUAD COUNTY NEWS AND VIEWS

Vol. 1 February 1976 No.

Dorothy Lawson, Career Education Project Director in Cumberland School District, was recently a speaker at the National American Vocational Conference in Annaheim, California. She presented an overview of the career education program as implemented in the Cumberland Schools to the guidance division of the conference. Career education conferences will be held in the spring, sponsored by Cumberland Unit School District. In an age of many career choices, it is important to provide students with tools of inquiry, methods of decision-making, and a concern for the future.

Newsletter

CAREER EDUCATION SERVICE CENTER

500 S. DWYER • ARLINGTON HEIGHTS, ILLINOIS 60005 • (312) 398-3308

Vol. I, No. 2

February, 1976

Joliet and Cumberland to Demonstrate Programs

Three school districts in Joliet, Illinois will demonstrate several K-14 Career Education activities at conferences of national interest. The Comprehensive Illinois Occupational Education Demonstration Center in Joliet is the vehicle providing visitors with information and the opportunity to observe exemplary activities originally sponsored by the Illinois Division of Vocational and Technical Education. The conferences will be held on the following dates: February 3-6, March 9-12, and May 3-6. Educators, legislators, businesspeople, and the general public are invited to attend.

Each of the identical conferences will last two and one-half days. Each will begin with a keynote speaker at the registration banquet. The first morning will consist of a half day orientation outlining the programs' major concepts. Site visitation to six elementary schools, three high schools, and one junior college is scheduled the first afternoon and for the next day and a half. Special features include an educational exhibit area, an Idea Marketplace with administrators inviting questions, and a preview of educational films as well as a Community Involvement Panel.

A similar program will be conducted at the Comprehensive Illinois Occupational Demonstration Center located in Cumberland Unit School District 77, Toledo, Illinois and held in conjunction with Lake Land College, Mattoon, Illinois. The Cumberland conferences will be held on February 5-6, March 11-12, and April 22-23.

Further information and reservation forms can be obtained from CIOEDC Hospitality Center, Joliet Junior College, 1216 Houbolt Avenue, Joliet, Illinois 60436 and/or CIOEDC, Cumberland School District 77, Toledo, Illinois 62468.

Clark County's Only Daily Newspaper

Daily Reporter

VOL. XLIV, NUMBER 205 MONDAY, FEB. 9, 1976 Price 10 Cents

425

Cumberland career awareness begins in kindergarten

Career education in Cumberland School District has attracted visitors from throughout Illinois and several other states. Using state and federal funding, the district implements career awareness, exploration and preparation activities in the classroom. This first article in a series about the program deals with career awareness activities in grade school classes.

By Nancy Landis
Staff Writer

For Cumberland Grade School students, career awareness begins in kindergarten.

Cumberland School District has been implementing career education techniques in its schools since January 1974. Through a state and federally funded project the Comprehensive Illinois Occupational Education Demonstration Center (C.I.O.E.D.C.), the district is able to purchase materials needed for a showcase demonstration center.

Visitors from other schools—as far away as Nevada and Massachusetts—see the program.

Mrs. Dorothy Lawson, Cumberland's C.I.O.E.D.C. director, said recently that the student activities in the project are in three areas—career awareness, career exploration and career preparation.

Three major programs implemented in career awareness include Able Model Program, Occupational Information Learning Packages (OCCUPAC) and Vocational Information Program.

Mrs. Eleanor Glosser, second grade teacher, implements the Able Model Program in her class.

"Our class is set up with shops in the room to study math," Mrs. Glosser said.

Students have pretend jobs in the shoe shop, bank, rock shop, jewelry shop, toy shop, book store, record shop, puppet theater and florist.

Students are given an amount of money and must learn to manage money, pay for purchases correctly and study the values of currency, Mrs. Glosser said.

Students have gone on a field trip to the Mattoon Mall. She said the students observe businessmen and their roles, and imitate the roles in the classroom.

Students use the Able Model Program in the course of their other studies, Mrs. Glosser said.

For example, when students must go to their physical education class, they must rent their tennis shoes at the shoe store, she said. When students want to read a book, they must rent the book at the book store.

In addition, students see films and read books about mothers and fathers working and various occupations.

Each shop has a manager, assistant manager and other workers, Mrs. Glosser said. Students rotate roles within the shops.

"They hire and fire," she said. Students must learn to cooperate with each other or be fired.

Learning responsibility, cooperation, neatness and the value of money are the greatest results of the program, she said. "I'm really sold on it," she added.

Occupational Information Learning Packages (OCCUPAC) is another technique used to teach grade school children about careers.

Mrs. Judith Decker used Occupac in her fifth grade classroom last year.

Students and Mrs. Decker gathered information on film, tape, slides and paper dealing with specific occupations.

Students were taught how to ask questions about careers and studied careers in which they were interested, she said.

"The objective is to make students aware of the different careers that are available and the limitations that are put on different careers also," Mrs. Decker said.

A student who has decided upon a career may not like the career after studying it. Students may also find they like careers after learning what is involved, she added.

Another C.I.O.E.D.C. program at the grade school is the Vocational Information Program.

David Gilley, eighth grade teacher, helps students produce a magazine to implement the program.

Students get first hand experience at magazine careers such as photographer, interviewer, editor, writer, proof reader, salesmen and video tape operators, Gilley said.

In preparing stories for the magazine, students interview professionals about their occupations, he said.

In the first issue of the magazine, "You Ain't Seen Nuttin' Yet," students wrote stories about horse breeders, farmers, a trucker, a funeral director, doctors, ministers and others.

While learning about careers, students also learn grammar and speech skills, group cooperation and how to take and give constructive criticism, Gilley said.

The magazine is making money to buy equipment and materials for more career education materials.

The first issue of the magazine made about $800 in profits, he said.

"It's been a way of teaching that is practical for the student and is practical for me," Gilley said.

Gilley said the students can learn while he and the students are having fun with the magazine.

Another issue of the magazine, the second, will be printed within two weeks, Gilley said. The third issue will deal with controversial issues in Cumberland County.

Mrs. Lawson said C.I.O.E.D.C. program funds have been granted through June. She said she hopes to get more funds, but said most teachers will probably keep implementing the career education techniques after the project is concluded.

Most teachers are using some form of career education in their classes, she said.

Cumberland second grade students pretend to be book store clerks, bankers, jewelers and shoe salesmen in an effort to learn about occupations. The district is a Comprehensive Illinois Occupational Education Demonstration Center—where classrooms have become a showcase for observing occupational education techniques. Elementary students are involved in career awareness activities. (Daily Reporter photo)

Cumberland students on-the-job

Casey Daily Reporter
VOL. XLIV NUMBER 207
WEDNESDAY, FEB. 11, 1976
Price 10 Cen

Exploring careers develops favorable work attitude

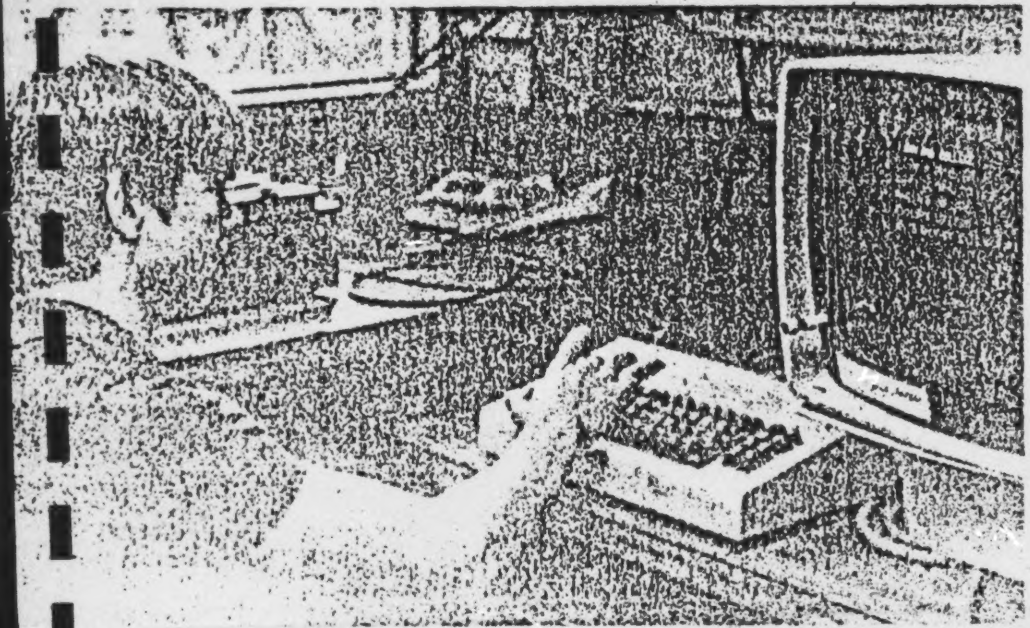
Career exploration is one phase of Cumberland School District's occupational education program. This is the second in a series of articles that report on the district's Comprehensive Illinois Occupational Education Center (C.I.O.E.D.C.) and the career awareness, exploration and preparation activities which give students knowledge about career opportunities.

By Nancy Landis
Staff Writer

Exploring careers in the high school is a means of developing favorable attitudes toward work and instilling work values in students, says Cumberland High School Principal Robert Rogers.

Rogers talked recently about the C.I.O.E.D.C. at Cumberland schools. The program receives state and federal funding and makes the district a showcase for educators to visit and observe career education techniques.

"One of the major benefits of this career education program is its allowing students to view jobs and careers that they never thought were available," Rogers said.



A Cumberland High School student gets a of medium-size colleges in the midwest m the school's Computerized Vocational ormation System. The computer terminal connected to the Career Education Resource Laboratory at Eastern Illinois University. The Comprehensive Illinois Occupational Education Demonstration Center at Cumberland uses the terminal for career education. (Daily Reporter photo)

C.I.O.E.D.C. Director Mrs. Dorothy Lawson said career exploration is implemented by two programs in the high school—the Work Experience Career Exploration Program (W.E.C.E.P.) and the Computerized Vocational Information System (C.V.I.S.).

W.E.C.E.P. is a work-study program, similar to programs being instituted in many high schools, Mrs. Lawson said. She said students attend regular classes in the mornings and one class period with the W.E.C.E.P. coordinator. In the afternoons, students work up to three hours per day at a local business, she said.

Students receive credit hours for working, she said.

"There's a difference between vocational education and career education," Rogers said. Vocational education is a type of career education where students learn specific job related skills, he said.

W.E.C.E.P. and job skill courses are vocational education courses.

More than the teaching vocational skills is involved in the district's career education program, Rogers said.

C.I.O.E.D.C. aims at giving students decision making skills and expanded knowledge about careers in choosing an occupation, he said.

"It's an effort between the community and the school district to help all students to become familiar with a work oriented society and to develop personal values towards work and to develop the ability to work in our society," he said.

"We're trying to tell students they need jobs and need to find jobs they can do," he said. Students are encouraged to talk to guidance counselors and determine which occupations they have abilities to undertake, Rogers said.

C.V.I.S. is one means of educating students about occupations.

C.V.I.S. uses a terminal located in the high school library and connected to the Career Education Resource Laboratory in Eastern Illinois University.

Students can use the terminal to get information about specific jobs. In addition, a student can find out what training or higher education is required for occupations.

The computer can give a student information about colleges—such as size, location, financial requirements, majors and degrees offered and admission requirements.

In minutes, a student can ask the computer for the specifics of an occupation, research educational institutions which the student might wish to attend and get a printed list of the institutions.

School Librarian Mrs. Thomas said 10 to 14 students use the terminal per day.

Rogers said Career Education is based on certain assumptions:

—Some members of society must work.

—All work is honorable.

—Individuals like certain kinds of work and dislike other kinds.

—Everything being taught can be meaningful to at least one career. In allowing students to explore careers, they are better able to decide which career they most want and are most suited for, Rogers said.

—Everything being taught can be meaningful to at least one career.

Students are encouraged to have positive attitudes about work, he said.

By experiencing on-the-job training, taking vocational education courses, learning about jobs in other course and having access to information about careers, Rogers said C.I.O.E.D.C. officials and educators hope to give students a better basis for choosing a

Clark County's Only Daily Newspaper

Casey Daily Reporter

VOL. XLIV NUMBER 208 THURSDAY, FEB. 12, 1976 Price 10 Cents

Cumberland career education program prepares students and teachers

This is the last in a series of stories about the Comprehensive Illinois Occupational Education Demonstration Center in Cumberland School District. (C.I.O.E.D.C.) has brought visitors from throughout Illinois and many other states to Greenup to see occupational education in action.

By Nancy Landis
Staff Writer

While career awareness and career exploration are basic at Cumberland for giving students knowledge about a variety of careers, C.I.O.E.D.C. also provides career preparation for both students and teachers.

Courses in consumer education and home economics are required for all Cumberland High School students, Mrs. Dorothy Lawson, director of C.I.O.E.D.C., said recently.

The goal of the consumer and homemaking program is to "help the student as he leaves to be a better money manager," she said.

Students look at the dual roles of both husband and wife in society, Mrs. Lawson added.

Insurance, mortgages, occupations, decision-making are a few topics in the courses. Students participate in role-playing exercises to help them learn about being consumers and homemakers.

The program prepares students for careers as consumers and homemakers, Mrs. Lawson said.

Only recently have schools begun to educate students in consumer affairs, she said. All students will become consumers and need to be educated in the area, she added.

In addition, male students, rather than females only, must take a course in home economics.

Teachers receive training in preparing students for careers, Mrs. Lawson said.

Teachers attend Career Education Resource Laboratory workshops at Eastern Illinois University.

All Cumberland teachers are not involved with C.I.O.E.D.C.. However, Mrs. Lawson said all teachers use some form of career education in their classes.

"Career education is taught in all courses," Cumberland High School Principal Robert Rogers said. "Career education has been around for a long time," he said.

Rogers said Cumberland students are offered career education in all classes but can get specific skills about one career in vocational education classes.

Vocational education is a form of occupational education, Rogers said. Career education deals with careers in a broad manner while vocational education relates to a specific career or set of skills.

"We're getting away from the vocational education stigma," Rogers said. "Our classes here are not dumping grounds."

Public opinion has often looked down upon vocational education as a place where students with low aptitude levels are placed, Rogers said.

More than three-fourths of the student body is enrolled in one or more vocational education courses.

Rogers said one of the greatest values of career education allowing students to realize t number of career opportuniti available.

Students are counseled as what careers they are capab and have the necessary aptitu to pursue. However, if a stude wants to be doctor but does n have the aptitude and doesn't li chemistry, the student is n placed in a vocational educati field of studies, Rogers said.

Students are encouraged look at various occupations.

C.I.O.E.D.C. began at Cu berland in January, 1974, M Lawson said. She said state a federally funding will termina in June.

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CUMBERLAND
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DISTRICT NO.77

Vol. 5 - No. 3

ADMINISTRATIVE
NEWSLETTER

CIOEDC CONFERENCE MEETING SCHEDULED

The Comprehensive Illinois Occupational Education Demonstration Center K - 14, a joint project between Cumberland Unit School District #77 and Lake Land College will be holding its second national conference March 11 and 12, 1976. Special presentations illustrating career awareness, exploration, and preparation activities as well as program management techniques implemented during 1974 - 75 will be given in the Greenup Municipal Building on March 11, 1976 from 8:30 a.m. to 4:00 p.m. A banquet will be held at 7:00 p.m. at the Sheraton Inn with Dr. Marla Peterson, a specialist in career guidance and counseling at Eastern Illinois University, as the guest speaker. On Friday, March 12, 1976 our guests will visit the Cumberland Unit District #77 classrooms to observe various classroom activities providing career education experiences and participate in tours which will be provided through the career education facilities at Lake Land College.

Parents and other interested members of the community are invited to attend as a participant or visitor during any of the sessions, especially Friday's activities within the classrooms. For further information regarding scheduled activities or reservations for the Thursday evening banquet please contact the CIOEDC project director, Mrs. Dorothy Lawson at 923-3137.

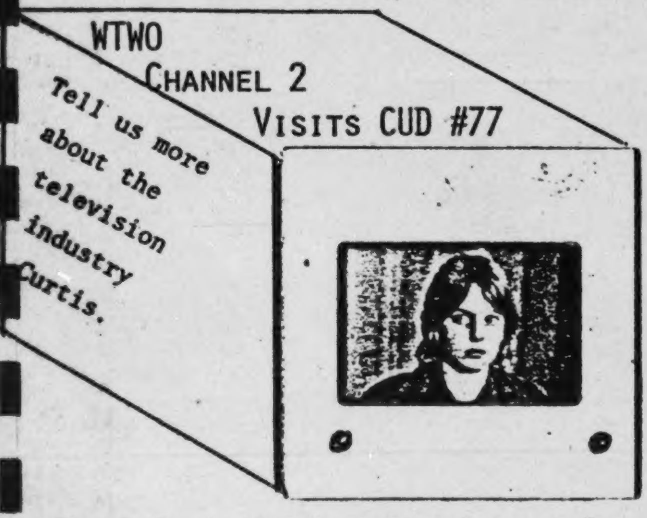
IT IS NOT IN doing what you like, but in liking what you do that is the secret of happiness.

COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION
DEMONSTRATION CENTER

Administration Office
Cumberland Unit School District No.77
R. R. #1, Toledo, Illinois 62468
217-923-3137

CIOEDC NEWSLETTER

arch,1976 Volume II. No. 2


WTWO
CHANNEL 2
VISITS CUD #77
Tell us more about the television industry Curtis.

The Cumberland School District was featured twice on WTWO through the efforts of r. Richard Nicholson, publicity chairman of the CIOEDC.

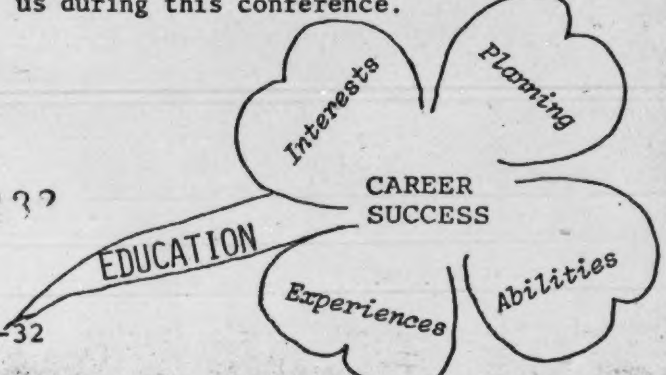
The first segment, as a part of Tom cClanahan's special news program, was taped in the high school library, featuring Sam Shaw and Chris Moody interviewing ack Wade, the WTWO sportscaster; Paula ickiser and Tammy Highfield displaying a Buiness Occupations OCCUPAC they had ade; and Curtis Wolke and Curtis Carver emonstrating one of the OCCUPAC prototypes.

The students were given a unique opportunity to learn about Mr. McClanahan's occupation as a news reporter and Mr. Wade's occupation as a sportscaster. The interiewees were impressed by the students in-epth questions, the types of activities and sources of information available to tudents through the CIOEDC project.

The second segment featured Mr. Full, Mr. Nicholson, and Mrs. Lawson as they ere interviewed by Nancy Aker. The conerence and activities developed by the Cumberland Unit District's staff were emphasized during the interview.

BARRING A SNOW STORM THE SECOND CIOEDC CONFERENCE WILL BE HELD MARCH 11 AND 12

The ice storm on February 5 and 6, 1976 not only cancelled school, but cancelled the second CIOEDC conference. Some participants had already arrived, others turned back when travel became too treacherous. The staff is now preparing for the second CIOEDC conference to be held March 11 & 12,1976. Special presentations illustrating career awareness, exploration, and preparation activities as well as program managment techniques implemented during 1974-1975 will be given in the Greenup Municipal Building on March 11, 1976 from 8:30 A.M. to 4:00 P. M. The evening session will be held at 7:00 P.M. at the Sheraton Inn with Dr. Marla Peterson, a specialist in career guidance and counseling at Eastern Illinois University, as the guest speaker. On Friday, March 12, 1976 our guests will visit the Cumberland Unit District#77 classrooms to observe various classroom activities providing career education experiences and participate in tours which will be provided through the career education facilities at Lake Land College. Parents and other interested members of the community have also been invitied to attend as participants or visitors during the conference especially Friday's activities within the classrooms. We hope the early spring will still be with us during this conference.



HAVE THINGS CHANGED?

"In 1854, three young women employed as copyists in the U. S. Patent Office were treatened with loss of their jobs. The Commissioner of Patents wrote the Secretary of the Interior, Robert McClelland, on behalf of one copyist and received this response: "There is every disposition on my part to do anything for the lady in question except to retain her or any of the other females who work in the Patent Office. I have no objection to the employment of females in duties they are competent to discharge, but there is such obvious impropriety in the mixing of sexes within the walls of public office that I have determined to arrest the practice." The lady in question later distinquished herself in exclusively male territory: The Civil War battlefields. Clara Burton then went on to found the American Red Cross."

Readers Digest

IS OUR ATTITUDE SHOWING?

Students can be discouraged or encouraged by our attitude toward their career decision to pursue occupations which have been traditionally stereotyped as male or female. To chose a career is to select from available alternatives. If the vast majority of career alternatives are unknown, they are not viable options for the individual. Encourage students to choose careers on the basis of interest and ability by providing opportunities to accumulate the experiences and information required for an informed career choice.

STUDENT ACTIVITIES

Students who participated in the preparation of the "You Ain't Seen Nuttin Yet" magazine will be demonstrating their interviewing skills in a movie being prepared b the University of Illinois. The film whic depicts Career Education activities in Illinois will include activities filmed i the Joliet, Willow Brook, and Cumberlan schools. Our students will be filmed interviewing local people in a variety of occupational settings.

The student's in Mrs. McFarland's class have been studying farming and prepared an excellent play "The Little Red Hen."

Miss Jill Bailey has set up a caree learning center in her Language Lab. This center provides reading and hands on caree activities for 5th grade students.

Mrs. Shadley's Child Care class took a field trip to Charleston to visit a variet of occupational settings for Child Ca specialists.

CAREER EDUCATION RESOURCE CENTERS

Have you checked the libraries for n occupational information? New materia have been purchased. We welcome any recomendations for materials you would like see added to the collection. Discuss yo suggestions with your principal and librarian. Encourage your students to do some career exploring in the LIBRARY.

EXCUSES EXCUSES

by an 8th Grade Student in Bristol, Conneticut

And so he said to me, I wanted to be a photographer, but nothing developed.
I wanted to be a plumber, but I didn't have the right connections.
I wanted to be a medium, but I didn't have the spirit.
I wanted to be a shoemaker, but I didn't have the sole.
I wanted to be a geologist, but I took everything for granite.
I wanted to be a sausage maker, but I didn't have the guts.
I wanted to be a baker, but I didn't have the dough.
I wanted to be a coffee salesman, but it was not much of a grind.
I wanted to be a teacher, but I didn't have any class.
I wanted to be a doctor, but I didn't have any patients.
I wanted to be a tree surgeon, but I wouldn't go out on a limb.
I wanted to be a mirror maker, but I couldn't see myself doing it.

The most important attitude that can be formed is that of a desire to go on learning.

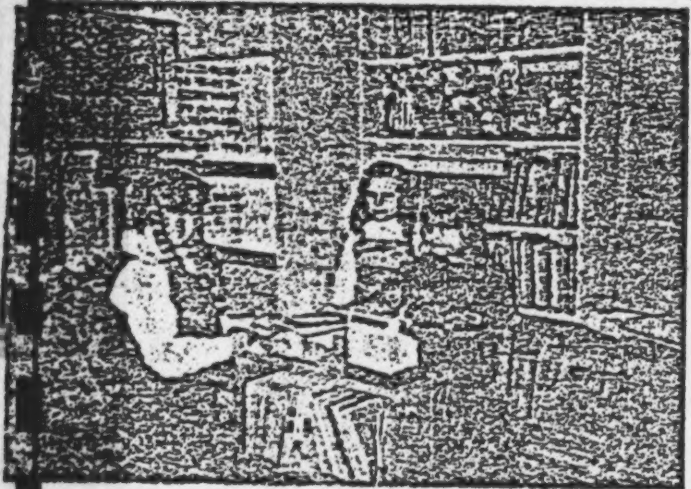
Dewey

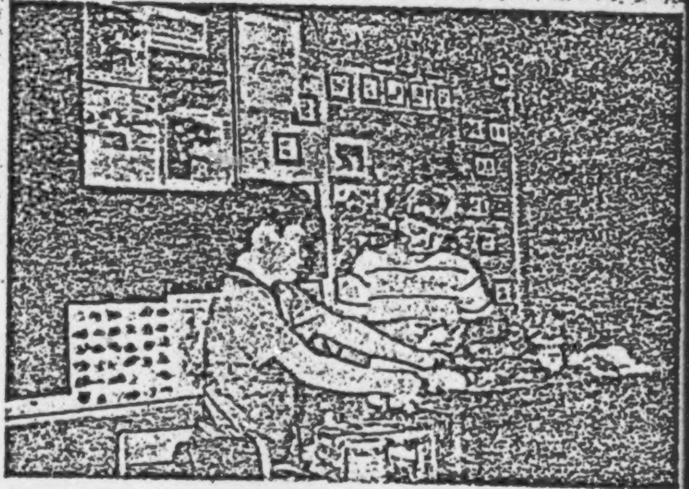
or
NOT TO BE

CERL

CAREER EDUCATION RESOURCE LABORATORY, EIU · Vol.2, No.7

Cumberland Mall Developed in Second Grade Classroom





by Elanor Glosser

Our second grade class at Cumberland has been attempting to integrate Career Education into the total second grade learning situation.

I, for one, am a firm believer in learning through role playing. Everyone of us has daydreamed or pretended to be someone other than the person we are. (Anyone who knows me, knows that my secret ambition is to be the recreation director on a cruise ship.)

The question I am asked most often is, "Why do these little children need to know how to work on a job?"

Most of a child's free play time is spent pretending to be an adult cowboy, nurse, doctor, bionic man, space man or truck driver. We just simply put this ambition to work in Room 203 at Cumberland Grade School to learn what we can about reading, writing, arithmetic, science, drama, art, etc.

Through planning together, twenty students and the teacher have arranged the room into what we call the Cumberland Mall. We have organized these nine shops — a rock shop, a jewelry store, a toy store, a book store, a florist shop, a record shop, a shoe store, a puppet stage and a bank. An equal amount of play money was issued to each shop and to each shopper. The shopper, then, is responsible for buying his or her shoes to attend gym class, and for buying library books to read and records for listening.

We have had a mishap or two where an individual was not careful and went "broke." This made it necessary for that person to attempt to take out a loan at the bank. Each store has a manager and an assistant manager. No more than five children may be working in one shop. If, for some reason a child loses his or her job, it then becomes necessary to apply for another job. We do not allow anyone the luxury of being idle.

I could talk for weeks about the good things this project has done for the children, but the following is a brief list of some of the things we have done: (1) selected and polished stones, (2) identified these stones and made jewelry, (3) rooted and potted plants, (4) wrote stories, (5) alphabetized books, (6) counted money and made change, (7) wrote newspaper ads, (8) wrote job applications, (9) filled out sales slips, (10) learned to make a clock and tell time.

It is never too early for children to learn responsibility. Those who are irresponsible, lose their jobs and then must find someone who wants to hire them. This process has been quite successful in teaching many things. There was the little girl who was so timid in October that she could only pass out papers. Now in March she is an assistant manager and was very comfortable greeting people our recent visitation day.

There was the boy who was "broke" and could not get a loan. bounced right back by creating a new job. He went into the "fix- business and charged others for repairing their cash registers a telephones. This is what America is all about — private enterpr and freedom to do what you choose.

If you are one who asks, "Why are little children being taught work?," come and see us. We work and we love it!

Career Education in the second grade is not a curriculum, but are putting our knowledge to work. School seems useful. We see t need to know.

Why not see Mrs. Glosser's
CUMBERLAND MALL
at the C·I·O·E·D·C· Demonstration Days,
April 22 and 23, 1976.
For more information,
call Cumberland Public Schools, Toledo, Illinois.

GREENUP

Volume No. 87 No. 11 ZIP Code 62428 1776 Our Bicentennial Year 1976

PRESS

Thursday, March 11th, 1976

H-34

National Conference To Be Held Here

Parents Invited To Attend

The Comprehensive Illinois Occupational Education Demonstration Center K-14, a joint project between Cumberland Unit School District #77 and Lake Land College will be holding its second national conference March 11 and 12, 1976. Special presentations illustrating career awareness, exploration, and preparation activities as well as program managment techniques implemented during 1974-75 will be given in the Greenup Muniicipal Building on March 11, 1976 from 8:30 a.m. to 4 p.m. A banquet will be held at 7 p.m. at the Sheratin Inn with Dr. Marla Peterson, a specialist in career guidance and counseling at Eastern Illinois University, as the guest speaker. On Friday March 12, 1976 our guests will visit the Cumberland Unit District #77 classrooms to observe various classroom activities providing career education experiences and participate in tours which will be provided through the career education facilities at Lake Land College.

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CUMBERLAND UNIT 77 COMP.
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VOLUME 120 TOLEDO, CUMBERLAND COUNTY, ILLINOIS 62468 THURSDAY, MARCH 11, 1976 NUMBER 11

H-36

VISITORS WELCOME AT CUMBERLAND AND LAKE LAND

The Comprehensive Illinois Occupational Education Demonstration Center K-14, a joint project between Cumberland Unit School District # 77 and Lake Land College will be holding its second national conference March 11 and 12, 1976. Special presentations illustrating career awareness, exploration, and preparation activities as well as program management techniques, implemented during 1974 - 75 will be given in the Greenup Municipal Building on March 11, 1976 from 8:30 a.m. to 4:00 p.m. A banquet will be held at 7:00 p.m. at the Sheraton Inn with Dr. Marla Peterson, a specialist in career guidance and counseling at Eastern Illinois University, as the guest speaker. On Friday, March 12, 1976 our guests will visit the Cumberland Unit District # 77 classrooms to observe various classroom activities providing career education experiences and participate in tours which will be provided through the career education facilities at Lake Land College.

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TO BE
or
NOT TO BE

CAREER EDUCATION RESOURCE LABORATORY, EIU Vol.2, No.8

Eighth Grade Class Produces Local Magazine

The students in my eighth grade language arts classes have accomplished something which most high school students have never done. That is, produce a magazine which reveals occupations, strange events, customs, hobbies, and many other topics centering around the people of their county, Cumberland County. The magazine is entitled, "You Ain't Seen Nuttin' Yet," and its purpose is to reveal interesting information about local people that is not generally known by others.

Any magazine involves a certain degree of hard work, and "You Ain't Seen Nuttin' Yet" has been no exception. Eighth graders were called upon to do the jobs of expert journalists, in writing, proofreading, proofmarking, and sometimes rephrasing sentences and even entire articles.

This placed a considerable amount of pressure upon students, but their responses to these pressures have been remarkable.

Valuable skills were indirectly learned within the framework of the magazine, such as:

1. Cooperation – Disagreement was necessary among students, but to "disagree agreeably" became an objective in order to save time and prevent unnecessary confusion.

2. Interviewing – Students learned to delve into the lives of people within the county by using divergent questioning rather than convergent, that is, asking indirect tactful questions to get information people often do not wish to reveal if asked directly.

3. Writing – Each student was assigned to write at least one article for the magazine. The article was to be free from grammatical errors, and to be reasonably cohesive.

4. Mechanical – Each student was responsible for knowing how to operate a tape recorder, a camera, and in some cases a video-tape machine for conducting interviews and recording information.

The production of the magazine has given life to our language arts program and will be continued as one of the main programs in the future. Students have come to see first-hand the value of orthography, grammar, and journalism as it was bound up all in one package, the magazine. If these courses were taught separately, an overall picture of their relevance might not be evident, and therefore not appreciated. The magazine pays tribute to a wealth of different fun-type activities but at the same time adds a big pinch of practicality.

Mr. David Gilley
8th grade Language Arts
Cumberland Junior High
Toledo, Illinois

Cumberland Freedom

Its rolling meadows seem to
stretch for miles.
The green grass looks like
the painter has spilled his paint.
The gracious fields of corn
and beans flow out across the land.
This land I would not take a
million, for it is my home
which means a lot to me.
The people here lend helping
hands when you have a neighbor.
You know you have a neighbor,
not just people living nearby.
Our English may not be proper,
nor our hick town clothes,
But what this county really
means is apple pie and old blue jeans.
We don't have dress parades,
or big exquisite parties,
For the life in Cumberland
is simple, fun and interesting.
So you see, my friend, give
me a million, and I would give it back,
Cause nothing means more to
me, than to live where you
are free from other people's expectations.

By Marie McElravy
8th grade
Cumberland Junior High
Toledo, Illinois

Friendship

Friendship is sharing things
With that one special person,
Who cares, helps, and solves.
Who can listen to your problems,
Who can listen to your joys,
Who can share anything, even your toys.
Everyone has that one special friend, to me,
That is you, and our friendship will never end.

By Christine Junes
8th grade

From "You Ain't Seen Nuttin' Yet." Cumberland Junior High
Toledo, Illinois

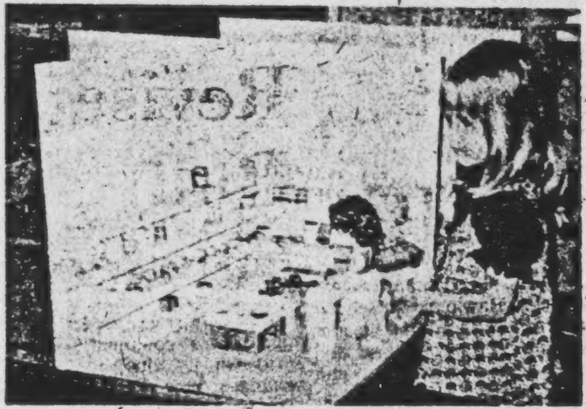
440

Effingham Daily News
Thursday, January 2, 1975

CUMBERLAND'S assistant elementary principal, James Henry, is shown video taping Mrs. Pat Yaw and her kindergarten class learning the alphabet in the new comprehensive Illinois Occupational Education demonstration center program. The video tapes will be retained as resource materials.

DOROTHY LAWSON, CIOEDC administrator; Susan James, guidance counselor and Chalis Patton, librarian at Cumberland elementary and junior high school, prepare the carry-all cart of career education resources to wheel to the various classrooms.

FUTURE secretaries at Cumberland high school practice their dictation with the use of headphones in the school library. Anita Thomas, librarian, selects tapes for the students with educational information on careers in the business world in the CIOEDC program.



JERRI SHOBE will remember the letter "M" as she plays a shopping game with a grocery store display. Mr. M. (Munching Mouth) accompanied the Cumberland kinder-garten class to a market in Toledo where they saw aspects of market management such as meat cutting and produce preparation.

Cumberland Unit Is Demonstration Center

by Bobbie Goodman
Greenup Corr.

GREENUP — The Cumberland school unit was selected, among five applicants, for site B (small school center) by the United States Office of Education for a $156,000 grant over the next three years to develop a Comprehensive Illinois Occupation Education Demonstration Center to be monitored by the Illinois D.V.T.E. with Lake Land Junior College as the post secondary component.

Site A (large school) is in Joliet, in cooperation with Joliet Junior College.

Director is Mrs. Dorothy Lawson of Charleston. The center will be developed in three stages:

I. Planning with a career task force of teachers and lay advisers from the business community;

II. Implementation of the program according to the needs of the units' individual schools;

III. A demonstration stage when teachers and administrators from all over the United States are expected to visit the model career education center.

Cumberland staff members have been attending work-shops pertaining to drop outs, computerized-occupational information and new career material and resource laboratories as well as holding various CIOEDC work-shops at the home units.

Toledo Democrat

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VOLUME 119 TOLEDO, CUMBERLAND COUNTY, ILLINOIS 62468 THURSDAY, MAY 15, 1975 NUMBER 20

Left to right Mrs. Betty Yocum, employer, Mrs. Sharon Full, WECEP Coordinator and Jo Barnes, student.

WECEP HOLDS SOCIAL MAY 13

Homemade ice cream and pie were served May 13 to the employers and students who have participated in Cumberland School District's WECEP (Work Experience and Career Exploration Program). This is a work program for 14 and 15 year old students to help provide incentive for these students to continue their high school education beyond their sixteenth birthday. This program also provides information on careers available both within our community and away from it. The response from our community is greatly appreciated–not only for the work stations provided, but also as sites for field trips and resource persons. Our employers this year have been: Scott's Feed Store, Rainbow Cafe, Grant's Fertilizer, Montgomery Ward, Bus's Restaurant, Greenup Coffee Shop, Stuart's IGA, Cumberland Nursing Center, Carr's Auto, Benson's Shell, Cumberland Unit Dist. # 77, Ettelbrick Shoe Company and Ben Tire, Ltd.

We have found this program very successful this year and will be continuing it. We are looking for job stations for students next year and would appreciate hearing from anyone who could employ a student for a few hours a week. Please contact Mrs. Sharon Full either at school 849-2851 or home 849-2352.

62 010 111

14 Mattoon Journal Gazette Wednesday, July 10, 1974

Area teacher nominated for educational honor

TOLEDO, Ill. — Mrs. Dorothy Lawson has been nominated as one of 250 outstanding career education practitioners in the United States.

Mrs. Lawson is director of the Comprehensive Illinois Occupational Education Demonstration Center in the Cumberland School District and Lake Land College.

The announcement of her nomination came from Dr. Harold Garner, superintendent of Cumberland School District No. 77.

Mrs. Lawson will attend a July conference in Washington, D.C., to aid Dr. Kenneth B. Hoyt, associate commissioner, Office of Career Education, Bureau of Occupational and Adult Education, in the conceptualization of the rationale, objectives and needs of the career education movement and identifying methods of program implementation.

Mrs. Lawson was an instructor in the School of Education at Eastern Illinois University, Charleston. She has been active in the career education programs since her graduation from EIU's graduate program. She began her career as a research associate on the Occupac project at EIU.

She has presented a series of career education workshops for the Illinois Division of Vocational and Technical Education.

She has directed a project for the Ohio State University to develop two cirriculum guides in agribusiness, renewable natural resources and environmental protection.

Mrs. Lawson is presently director of one of two Illinois school districts selected by the Illinois Division of Vocational and Technical Education to implement an articulated career education program starting at the kindergarten level.

CIOEDC

Comprehensive Illinois Occupational Education Demonstration Center

Kindergarten — Grade 14
Site B

CIOEDC · CIOEDC · CIOEDC
community
school
home
CAREERS
Experiences
Experiences
Experiences

A Joint Project Between

Cumberland Unit District #77
R. R. #1 Toledo, Ill. 62468

Lake Land College
Mattoon, Ill. 61938

Funded by
Research & Development Unit
Division of Vocational & Technical Education
Board of Vocational Education & Rehabilitation
Illinois Office of Education
State of Illinois

WELCOME TO CIOEDC

In the spring of 1973, the Illinois Division of Vocational and Technical Education (DVTE) received a grant award from the U.S. Office of Education to fund the **C**omprehensive **I**llinois **O**ccupational **E**ducation **D**emonstration **C**enter project.

The purpose of the CIOEDC project is to highlight innovative programs and new approaches to career and occupational education. The main objectives are: 1) to integrate, in a Kindergarten through grade 14 site, a number of already developed and tested research and development activities sponsored by the Division; 2) to provide an opportunity for individuals to visit a demonstration center where they will receive information that exemplifies proven learning techniques in education; and 3) to evaluate the effectiveness of the center concept in terms of providing career development program information.

Since the intent of the project is to implement and disseminate information about activities previously funded by the DVTE, four two day demonstration conferences will be conducted jointly by Cumberland School District and Lake Land College to provide educational practitioners and other interested individuals with information about twelve unique career/occupational education programs. We welcome your interest in the center and hope you plan to visit us during one of the following conferences:

October 23 & 24, 1975
February 5 & 6, 1976
March 11 & 12, 1976
April 22 & 23, 1976

Dr. Harold Garner, Supt.
Cumberland Unit Dist. 77

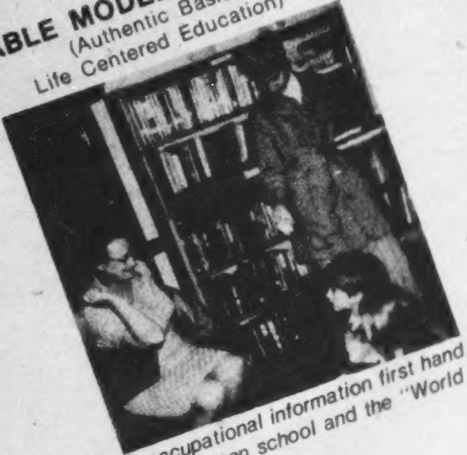
Dr. Robert Webb, Pres.
Lake Land College

Mrs. Dorothy Lawson
CIOEDC Director

INNOVATIONS IN EDUCATION

ABLE MODEL PROGRAM

(Authentic Basic
Life Centered Education)



Gathering occupational information first hand provides a relevance between school and the "World of Work"

VIP

(Vocational Information Program)

Video taping the baker at work provides local information to be used in the classroom.

OCCUPAC

(Occupational Information
Learning Packages)

Dental
Assistant

Hands on experiences provide decision making information.

The K-8 curriculum has been infused with activities related to the world of work. Utilizing the interview method to gain local information and recording that information on film, tape or paper and by identifying and using the "tools of trade" through role playing experiences, the students have gained useful career information.

WORK EXPERIENCE CAREER EXPLORATION PROGRAM

The general purpose of this program is to create successful work and classroom experiences so that students will develop a more positive attitude toward education and will desire to complete their high school program.

WECEP

An open entry/exit program for 14-15 year old potential dropouts.

The student is receiving instructions in preparation for his restaurant duties.

CVIS

A computerized system to provide students with occupational information.

A student is being given instruction by the guidance counselor.

COMPUTERIZED VOCATIONAL INFORMATION SYSTEM

Using a display station terminal linked to a computer through the Career Education Resource Laboratory at Eastern Illinois University, the student is able to identify interests, aptitudes, finances, and training requirements. Under the direction of the guidance counselor, the student is provided with this additional tool which provides input into his career decision.

STUDENT PREPARATION

CONSUMER & HOMEMAKING

Consumer & Homemaking education is a special program designed to help individuals make consumer decisions in relation to the multi-roles they assume as homemaker and wage earner.

But this report says that . . .

STAFF PREPARATION

CERL
Career Education Resource Laboratory
at Eastern Illinois University

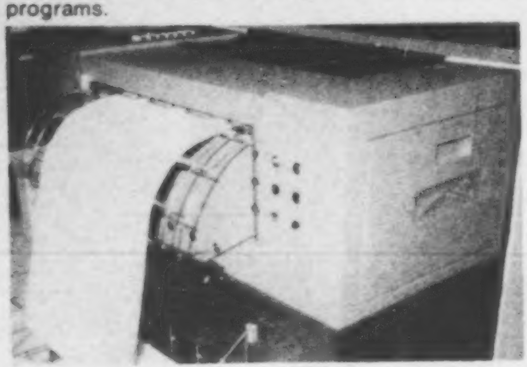
SIVE
System to Individualize
Vocational Education

That sounds like a good idea!

Career Education becomes most effective when the total staff of a school district works together. In-service activities can help develop a common understanding of the goals of the career education program and provide a base for developing materials to meet the needs of students.

COST DIFFERENTIAL ANALYSIS

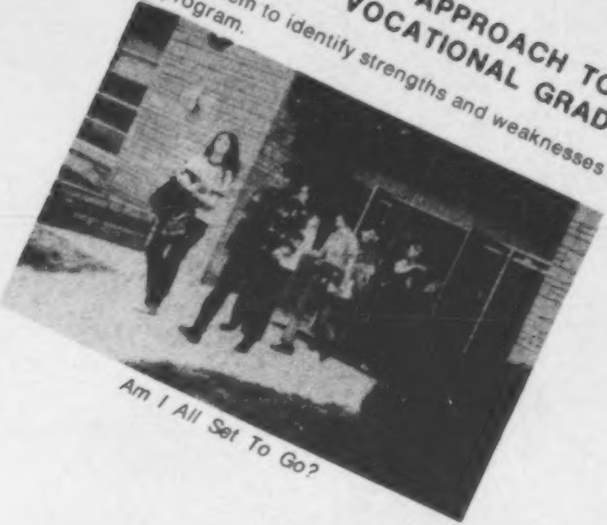
A method of determining cost of vocational programs.



What Will It Cost?

SYSTEMATIC APPROACH TO FOLLOW-UP OF VOCATIONAL GRADUATES

A system to identify strengths and weaknesses of a program.

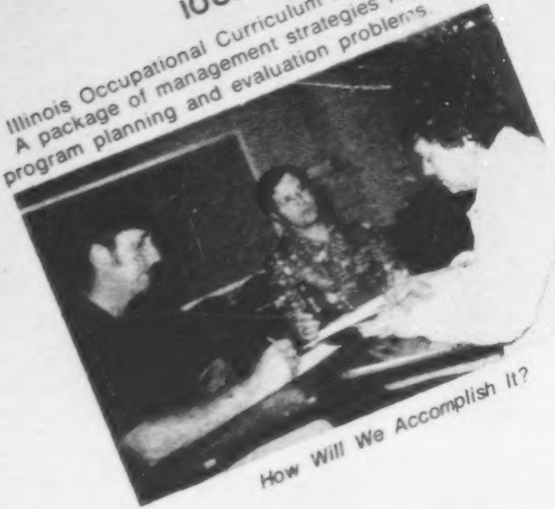


Am I All Set To Go?

Through systematic planning, implementing, and evaluating; the curriculum will continually meet the needs of those students enrolled in career education programs.

IOCP

Illinois Occupational Curriculum Project.
A package of management strategies related to program planning and evaluation problems.

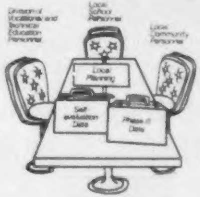


How Will We Accomplish It?

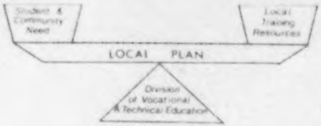
THREE PHASE SYSTEM

A system for the evaluation of occupational programs.

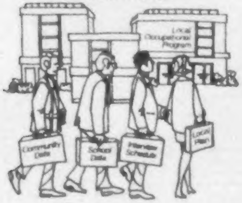
PHASE ONE


Division of Vocational and Technical Education Personnel
Local School Personnel
Local Community Personnel
Local Planning
Self evaluation Data
Phase II Data

PHASE TWO


Student & Community Need
Local Training Resources
LOCAL PLAN
Division of Vocational & Technical Education

PHASE THREE

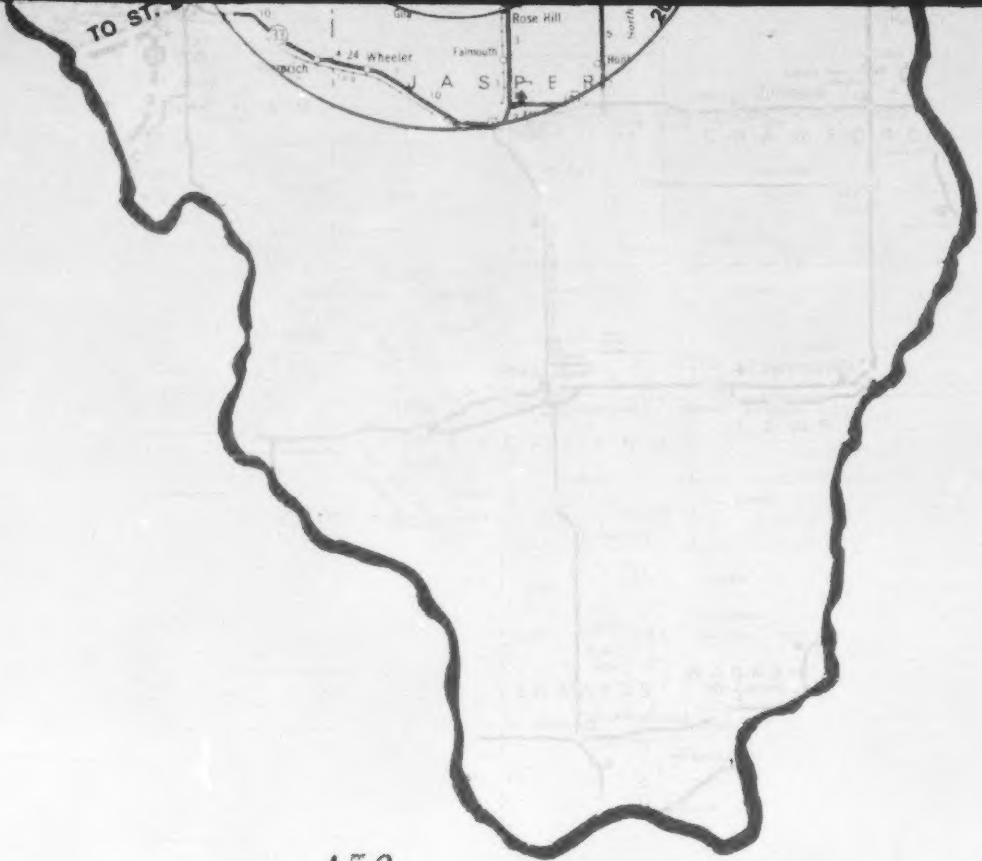

Local Occupational Program
Community Data
School Data
Interview Schedule
Local Plan

Did We Meet Our Goals?

PROGRAM MANAGEMENT ACTIVITIES

ILLINOIS A LEADER IN CAREER EDUCATION PROGRAMS

TO CHICAGO
MATTOON
CHARLESTON
EIU
Lake Charleston
LAKE LAND
Lerna
Paradise
Lake Mattoon
Farmington
Janesville
LINCOLN LOG CABIN PARK
Hutton
Oilfield
Bradbury
Neal
Neoga
CUMBERLAND
TOLEDO
GREENUP
Casey
Martinsville
Sigel
Neadmore
TO TERRE HAUTE


TO ST.
Gila
Rose Hill
North
Falmouth
24 Wheeler
JASPER
10
33

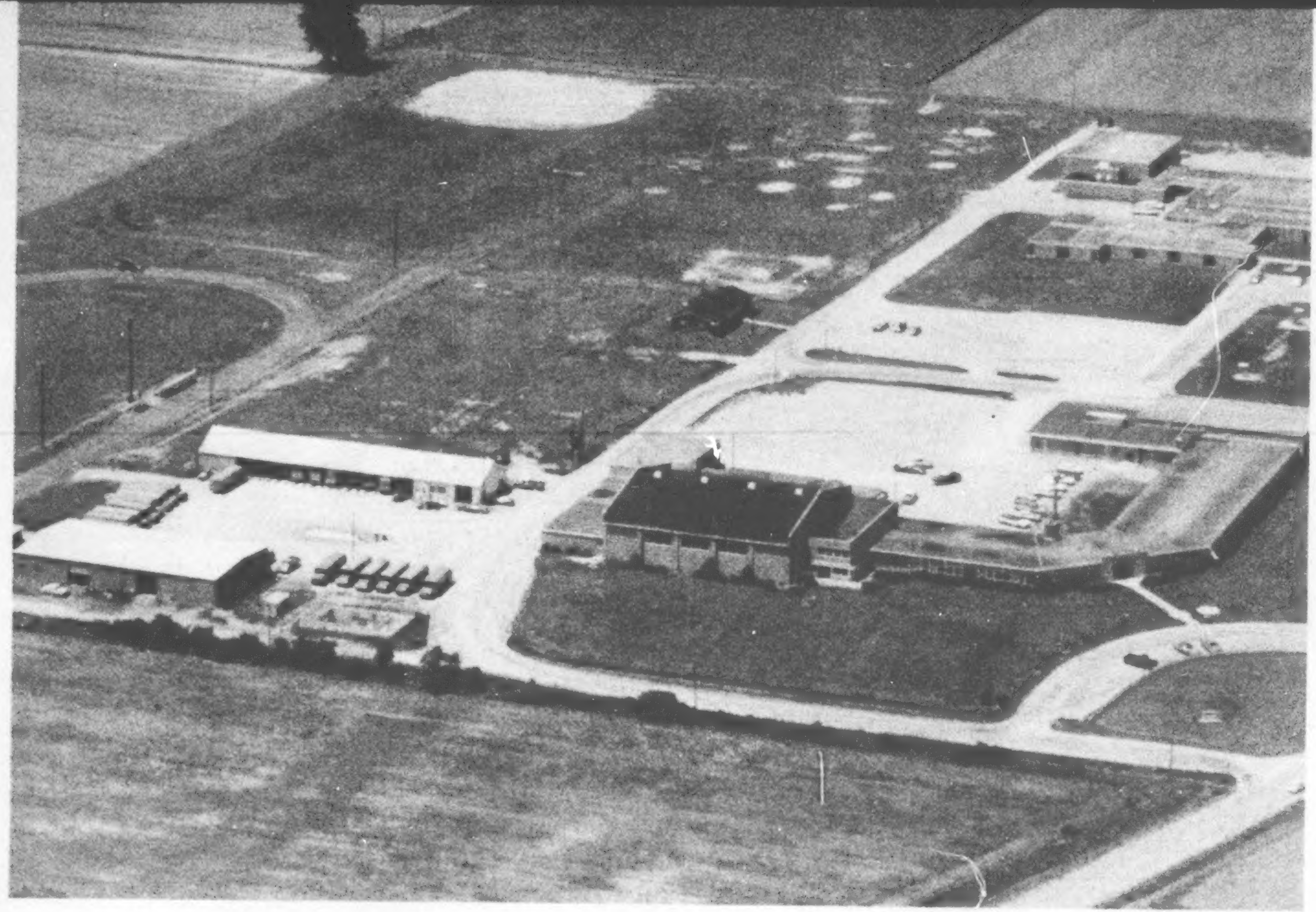
THE SETTING

CUMBERLAND UNIT DISTRICT 77

Cumberland Unit District 77 is located in Cumberland County in East Central Illinois. The District itself has 185.6 square miles of the county within its borders. The school plant is situated on 40 acres midway between Greenup and Toledo, on Illinois route 121. The student population of 1,357 pupils is drawn equally from the three rural communities of Greenup, Toledo, and Jewett and the outlying areas of the District. One hundred per cent of the student population is bussed to and from school.

Cumberland Unit District 77 is largely a rural farming area, but does contain several small, independently owned industries. The community has provided many educational experiences through field trips or sending speakers to the classrooms to be interviewed.

Cumberland Unit District 77 has an approved Illinois Program Plan for its Vocational Program. Because the district recognizes the needs of their students, it is strongly committed to providing a comprehensive occupational education program for all students.

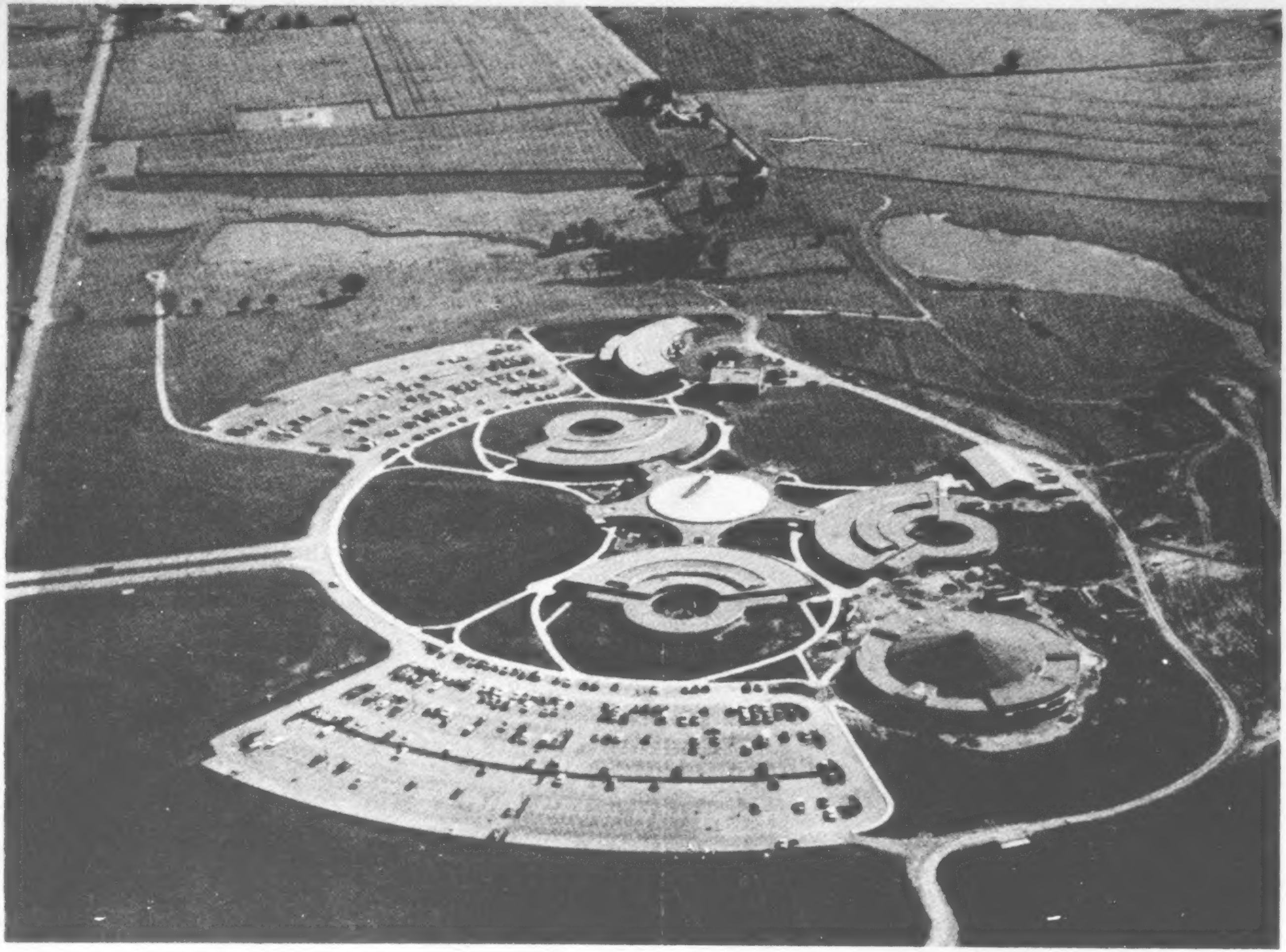


CUMBERLAND SCHOOL DISTRICT

LAKE LAND COLLEGE

The Lake Land College district presently is composed of all or parts of eleven counties in East Central Illinois. The district has an area of 3,900 square miles and a populaton of nearly 175,000 people. Well over 25 communities of varying sizes and makeup are located throughout the district, generally readily accessible to the College campus located south of Mattoon. An adequate system of highways and interstate roads provide easy access to the College with a minimum of driving time. Major metropolitian areas are within easy driving distance of the College campus such as Chicago, St. Louis, Indianapolis, and Springfield; all within the radius of 200 miles. The Lake Land College district, although containing some industry, is predominantly rural. Only two cities in the College district have populations over 10,000.

Lake Land is a community college characterized by low student costs, a broad curriculum and flexible admissions policy which permits entry of students with varied interests, abilities and aspirations. The philosophy, climate and effort of the college is directed toward producing citizens who have not only salable skills but who are motivated to assume a useful and appropriate place in society and who can lead successful and satisfying personal lives.



LAKE LAND COLLEGE

CONFERENCE GUEST SPEAKERS

OCTOBER, 1975 — DR. LARRY BAILEY

Dr. Larry Bailey is an associate professor in the Department of Occupational Education, Southern Illinois University, Carbondale, Illinois. He was the Project Director for the "Career Development for Children Project". He is the co-author of **Career Education, New Approaches to Human Development** and has recently been appointed to the National Advisory Council on Career Education (NACCE).

FEBRUARY, 1976 — DR. RUPERT EVANS

Dr. Rupert N. Evans is a professor of Vocational and Technical Education, University of Illinois, Urbana, Illinois. He was a member of the 1968 Advisory Council for Vocational Education and National Advisory Council on Education Professions Development. He co-authored Career Education: **What It Is, How To Do It** and **Career Education for the Middle/Junior High School** and is on the editorial board of the Journal of Career Education.

MARCH, 1976 — DR. MARLA PETERSON

Dr. Marla Peterson is an associate professor in the School of Education at Eastern Illinois University, Charleston, Illinois. She has directed the **OCCUPAC** project, the Enrichment of Teacher and Counselor Competencies in Career Education (ETC) and the IMPACT projects. She has co-authored the inservice materials for the **"Bread & Butterflies"** series for National Instructional Television and is presently on the Board of Directors, Guidance Division, American Vocational Association.

APRIL, 1976 — DR. RONALD McCAGE

Dr. Ronald McCage is the Coordinator of the Research and Development Unit, Division of Vocational and Technical Education, Board of Vocational and Rehabilitation, Illinois Office of Education, Springfield, Illinois. He is past president of the National Research Coordinating Unit Personnel Conference and is co-author of a DVTE publication, **"Research, Development and Exemplary Activities in Vocational and Technical Education."**